

Phonemic Awareness

by

Ron Yoshimoto

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ASSETS School

Phonemic
Awareness:
Rhyming

Rhyming

The ability to rhyme words is an inherent component of phonemic awareness and children should be able to demonstrate early in their development. The following are some activities that a teacher or parent could do with the children upon introduction of the concept of rhyming (words that sound alike - e.g., dog - hog, cat - bat).

1. Read Mother Goose and other nursery rhymes and have children attend to the words that rhymes.

2. Read the nursery rhymes and delete the ending words of alternate lines in couplets. Students brainstorm rhyming words for these blanks.

3. "Clap, clap, snap, snap" game: Teacher says word and students repeat the word and come up with a rhyming word when it is their turn.

Words to use:

sat	run	bit	dog	hen
bag	bum	tin	rob	net
fan	tub	rim	hot	wed
lad	cup	lid	cod	
ham	but	big		
tap	bug	rib		
cake	hide	note	bank	wing
rate	line	woke	rink	sang
lame	bike	sole	dunk	rung
	wipe			
bell	land	west	duck	ranch
pill	lamp	bend	pack	lunch
pass	last		tick	
hiss	drip	cash	witch	
call	tent		match	
car	sail	day	feet	light
	rain		reed	
			jeep	boat

Rhyming

4. Read the following sets of words and ask the students to put their thumbs up if the pair of words rhyme.

Set A

tap	-	fog
fan	-	man
leg	-	lap
lip	-	fan
red	-	bed
rod	-	pod
pig	-	dig
sag	-	bag
ran	-	can
ham	-	chug
pin	-	pug
sag	-	sup
nod	-	cod
fix	-	pop
tub	-	tin
sap	-	nap
pet	-	leg
hug	-	had
hot	-	dot
rug	-	dug
wig	-	wax
fun	-	fat

Set B

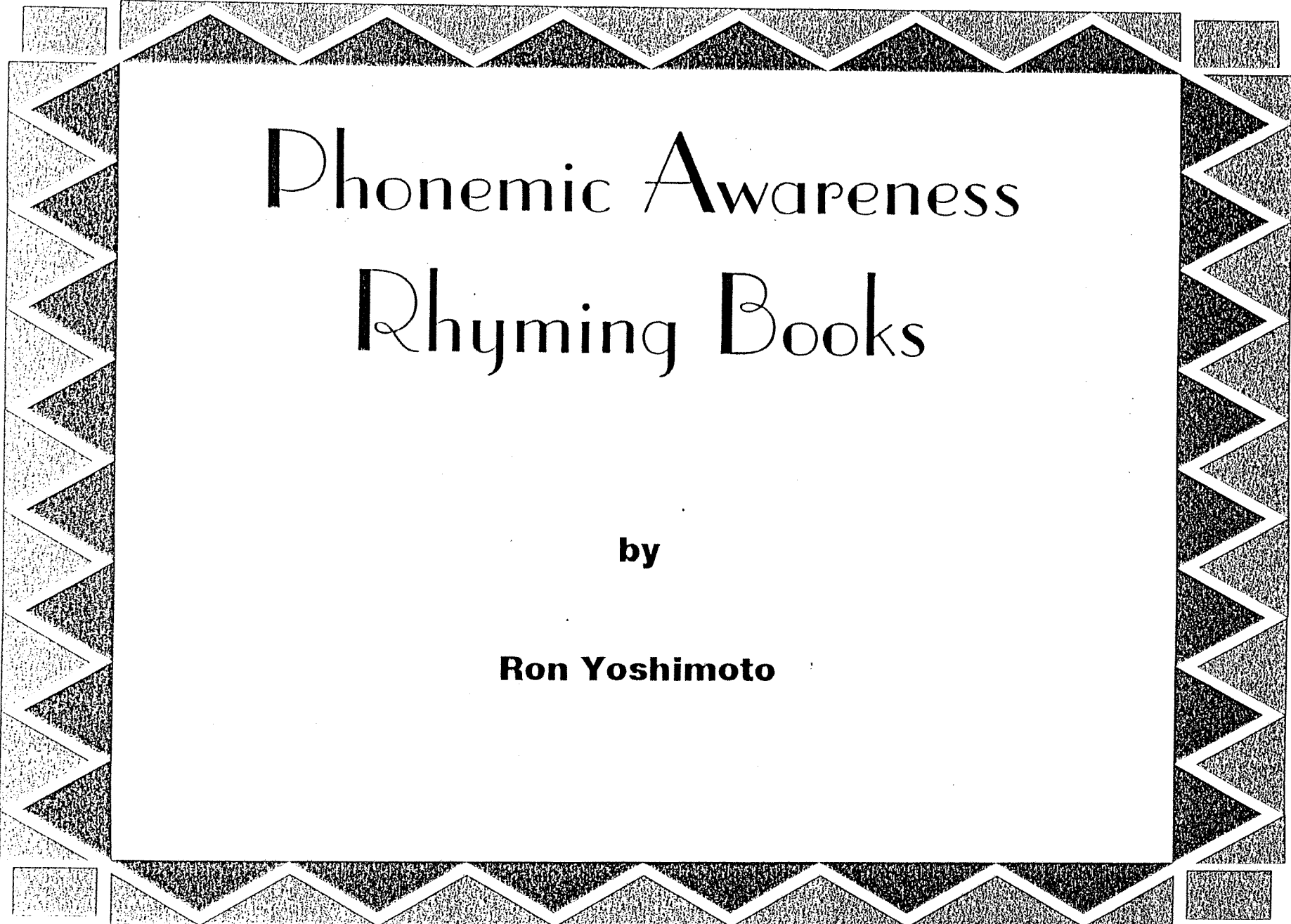
fast	-	last
sand	-	lump
belt	-	felt
tent	-	dent
step	-	stub
fish	-	dish
shop	-	stop
belt	-	bunt
cash	-	camp
crab	-	grab
jump	-	lump
husk	-	band
bath	-	math
cloth	-	camp
pink	-	wink
junk	-	jam
fang	-	fish
wing	-	sing
bell	-	sell
kill	-	pill
pass	-	ping
fall	-	tall

Set C

patch	-	catch	bone	-	cone	crate	-	plate
witch	-	ditch	same	-	name	slope	-	stab
notch	-	nest	doze	-	damp	park	-	lark
dodge	-	lodge	bike	-	hike	meet	-	feet
peck	-	lass	robe	-	rot	rain	-	gain
duck	-	dust	lake	-	damp	right	-	ray
rock	-	sock	pole	-	hole	soap	-	seed
dash	-	duck	make	-	cake	way	-	pay
belt	-	badge	fine	-	bust	wait	-	weep

Rhyming

5. Children find rhyming words for their names.
6. Read two sentences that have rhyming words at the end. Children will identify the rhyming words.
7. Do the “Rhyming Book” activities with students.



Phonemic Awareness Rhyming Books

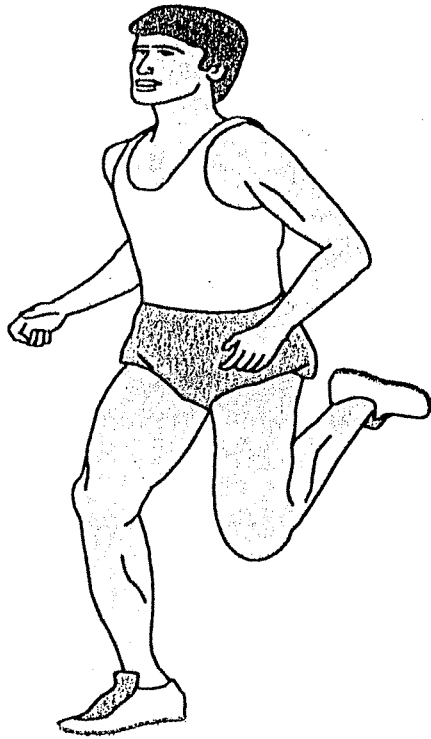
by

Ron Yoshimoto

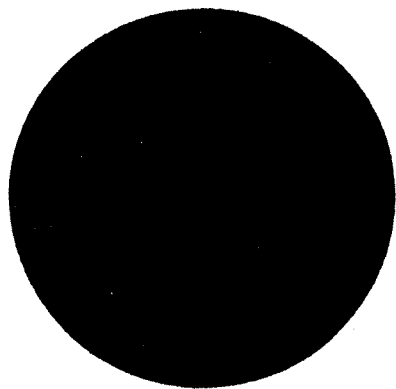
Phonemic Awareness: Rhyming Books

In this activity, the children create "rhyming books." There are worksheets with one picture in a box and the students are to name it. They then think of a word that rhymes with it and draws a picture in the next box. The teacher may use the worksheets with four pictures on them - students cut them out, pick one that rhymes with the stimulus word, and paste it in the next box (for every four worksheets with individual pictures, there is one that has four pictures to match them relative to rhyming).

After the children have completed their "books," the teacher may use a copy of the smaller pictures and place them in a pocket chart. Students are then asked to find matching pairs.

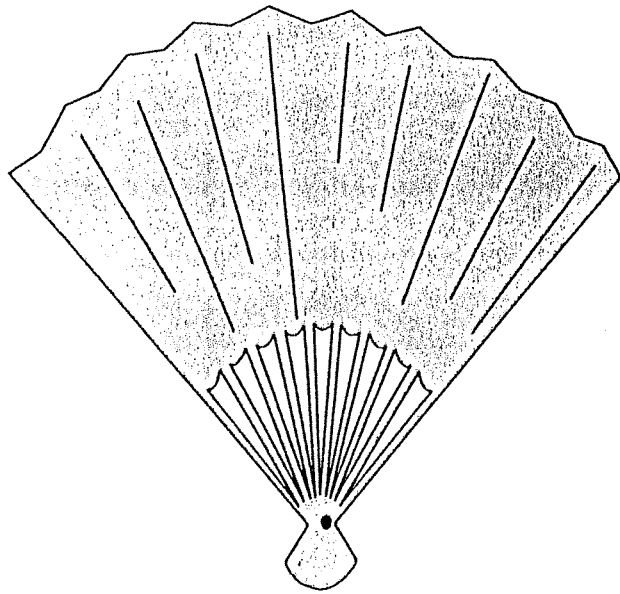


run *rhymes with*

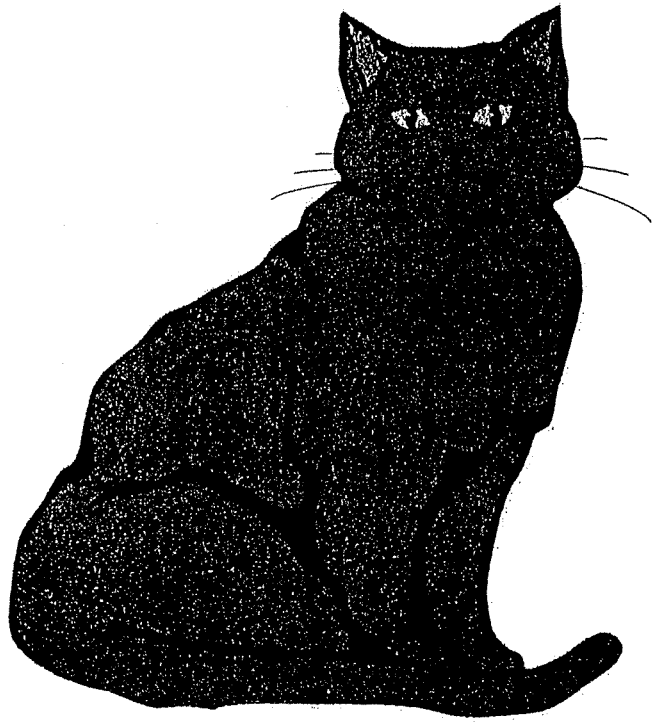


dot

rhymes with

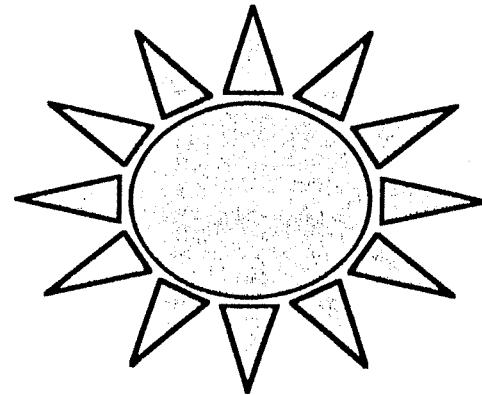
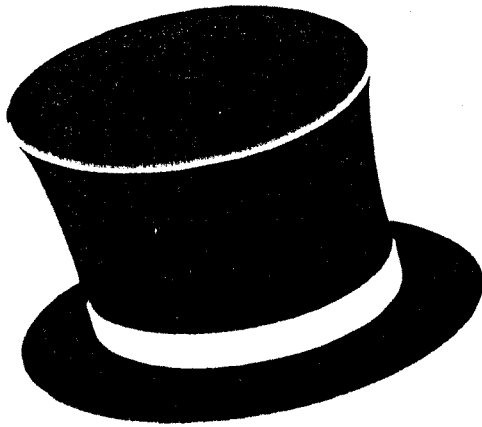
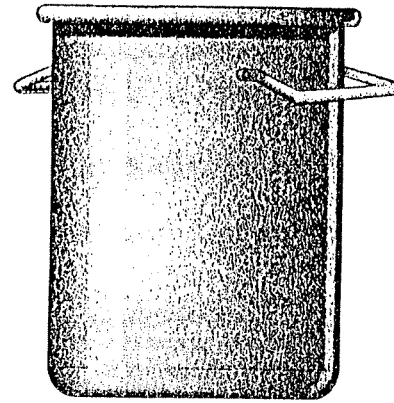
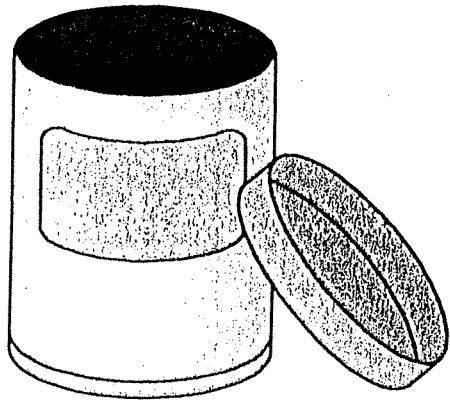


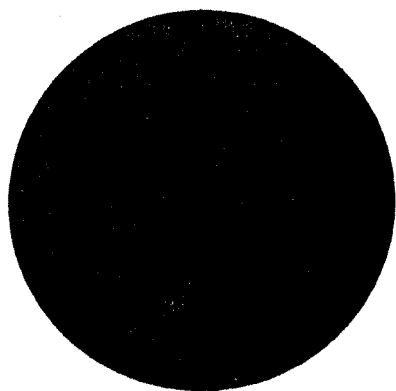
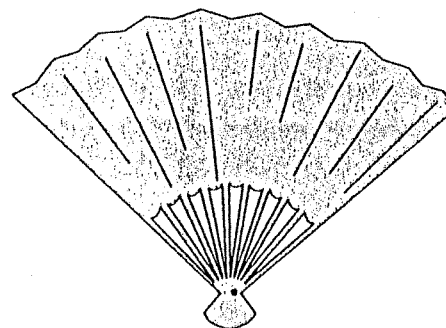
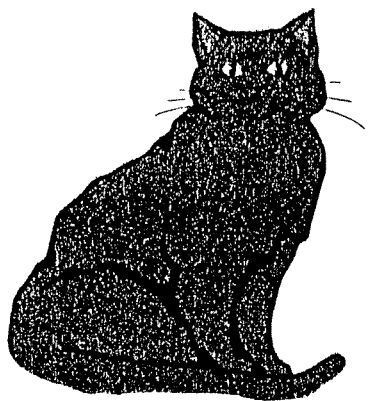
fan *rhymes with*

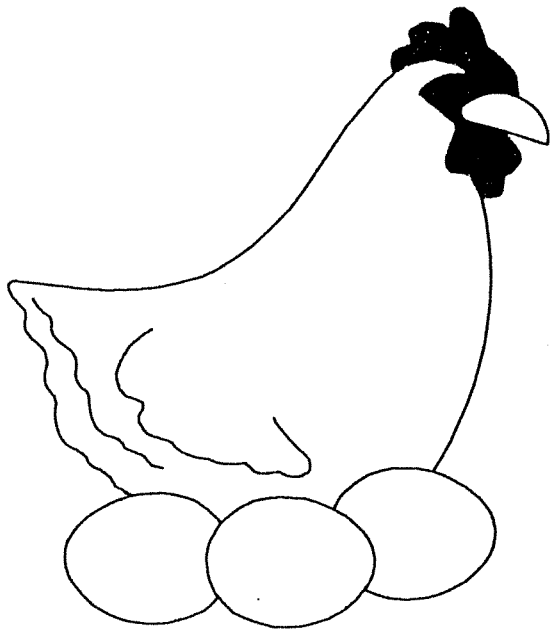


cat

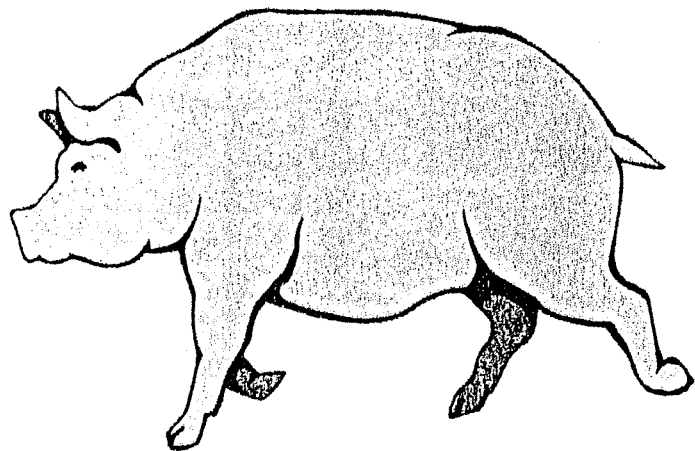
rhymes with



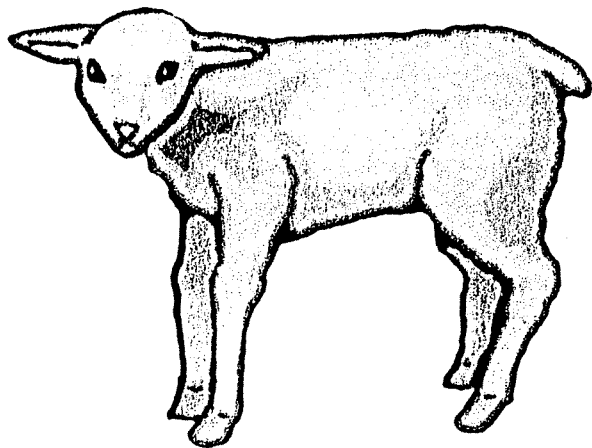




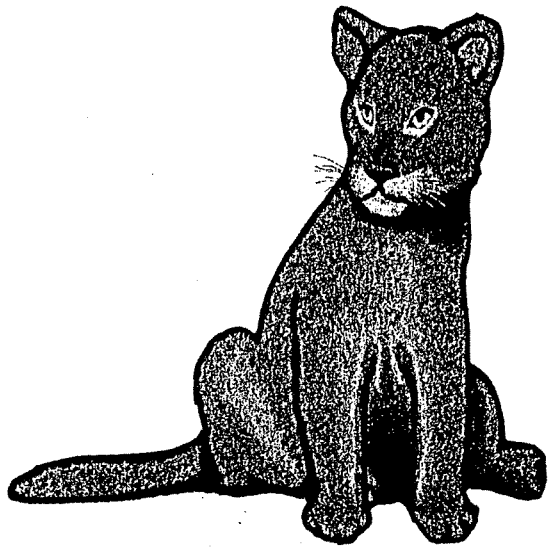
hen *rhymes with*



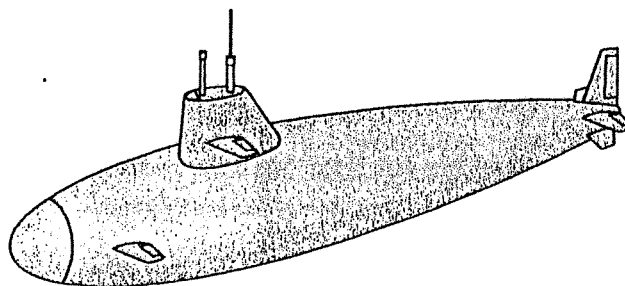
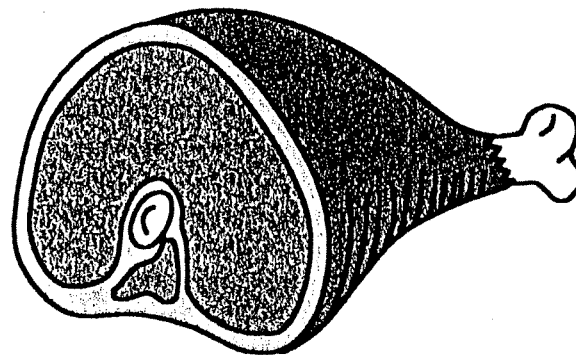
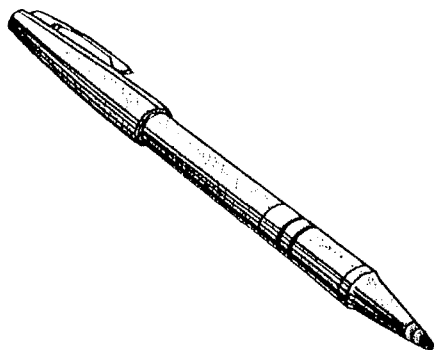
hog *rhymes with*

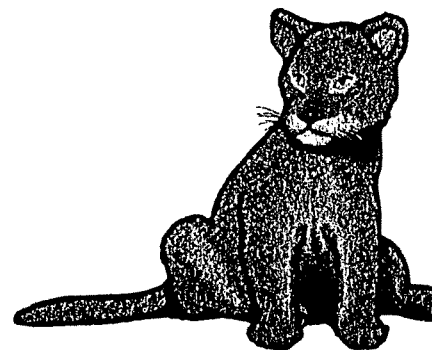
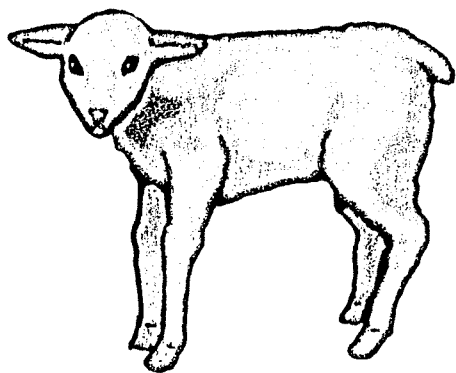
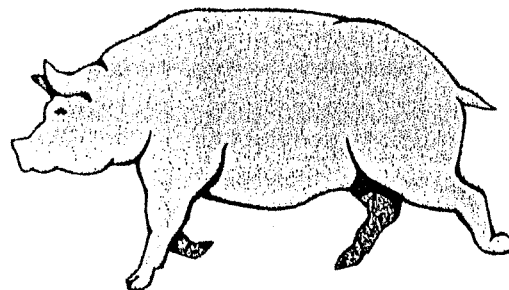
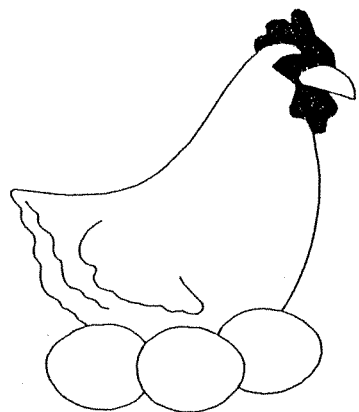


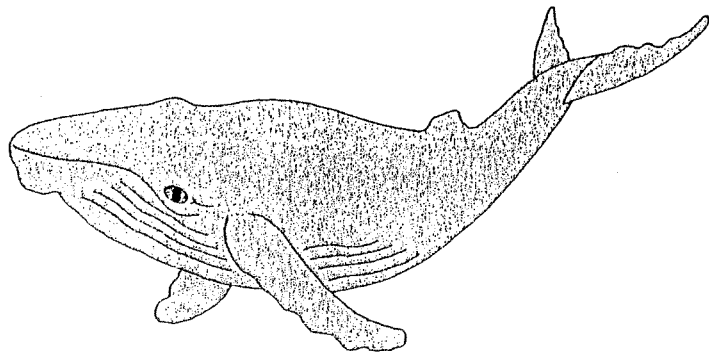
lamb *rhymes with*



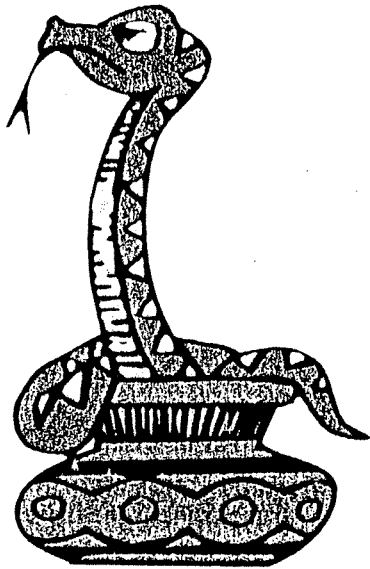
cub *rhymes with*



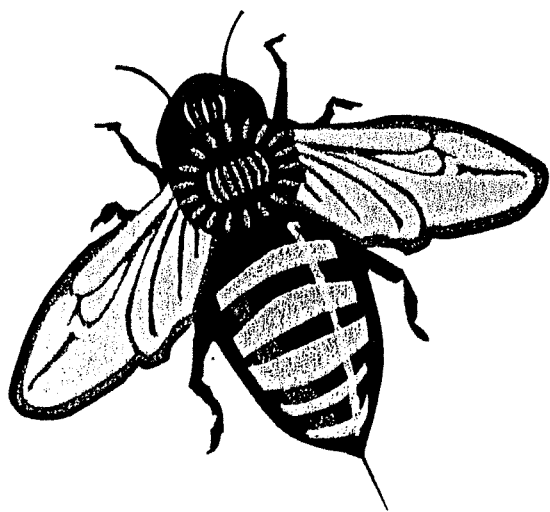




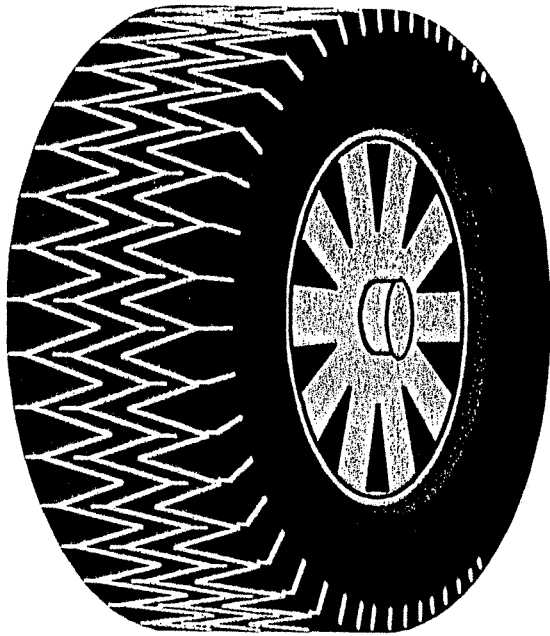
whale *rhymes with*



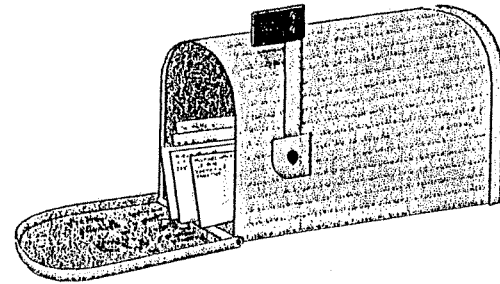
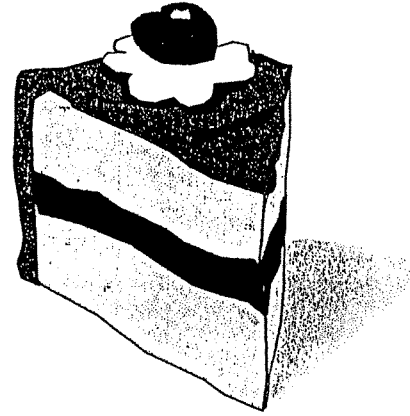
snake *rhymes with*

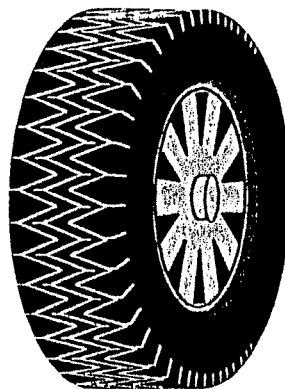
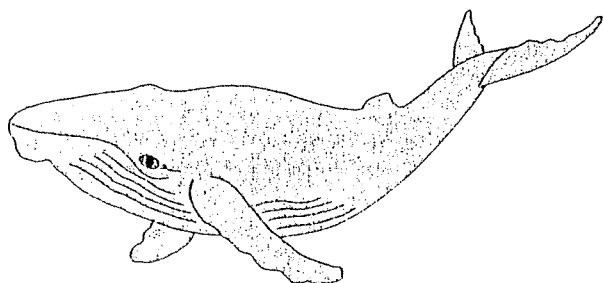
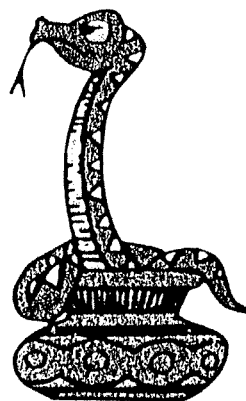


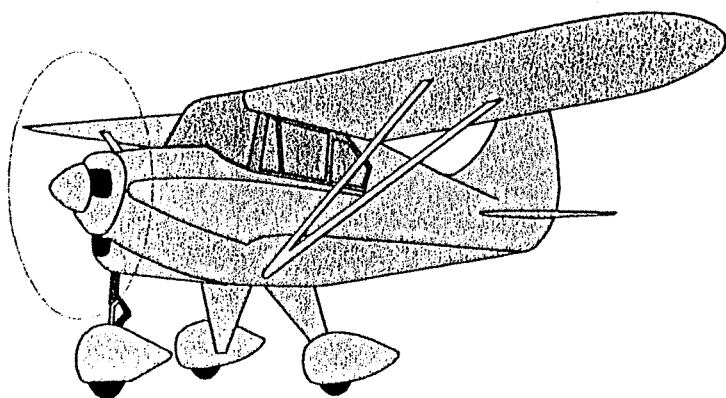
bee *rhymes with*



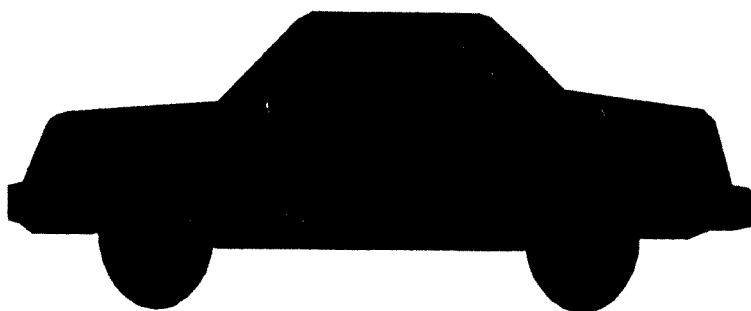
tire *rhymes with*



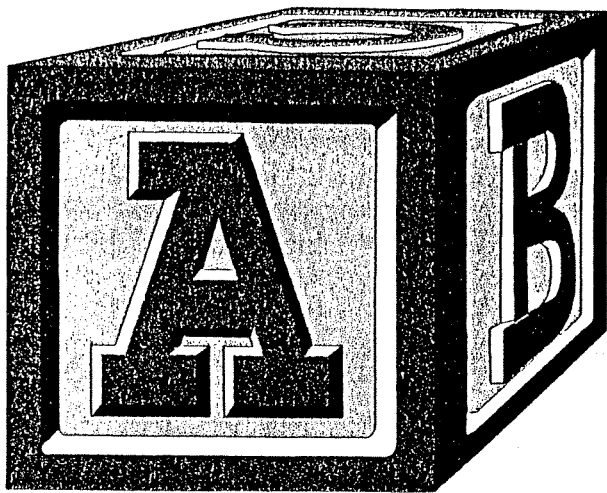




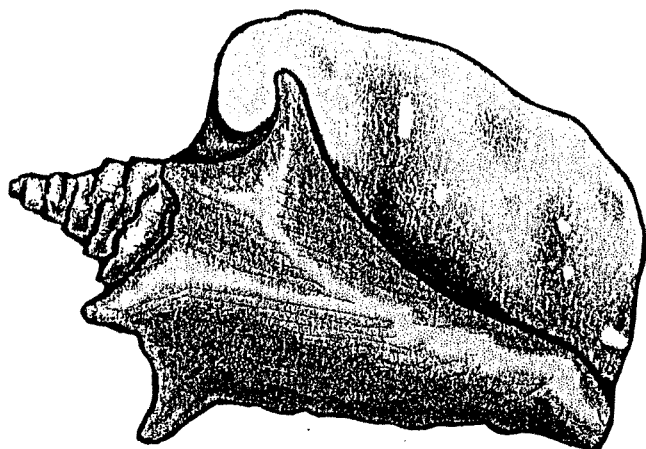
plane *rhymes with*



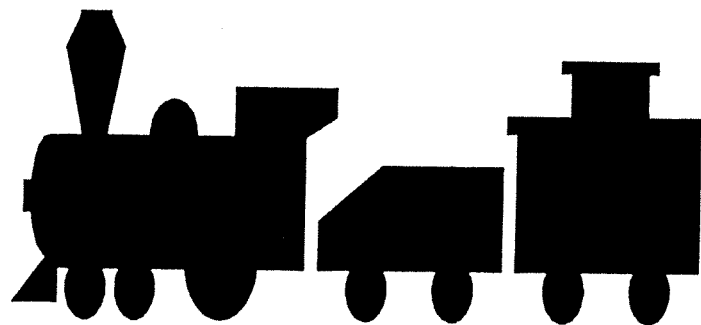
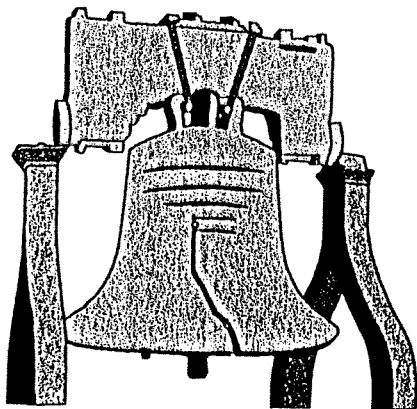
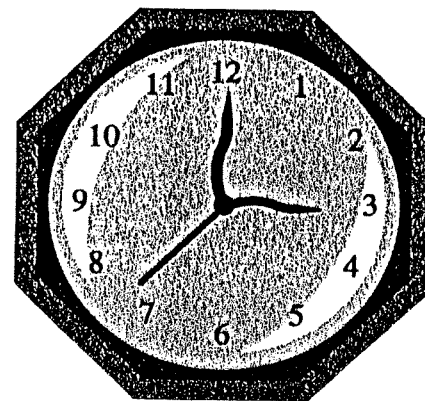
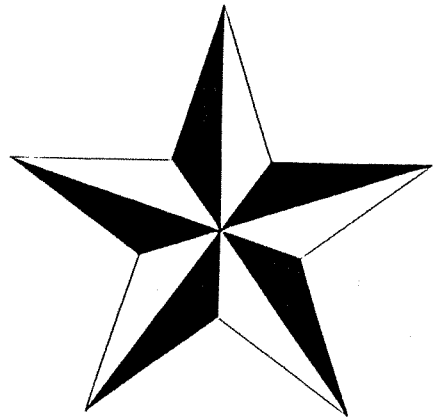
car *rhymes with*

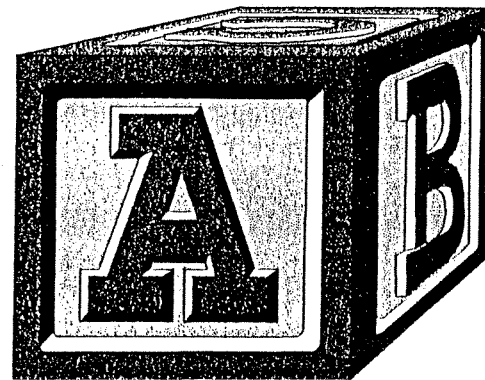
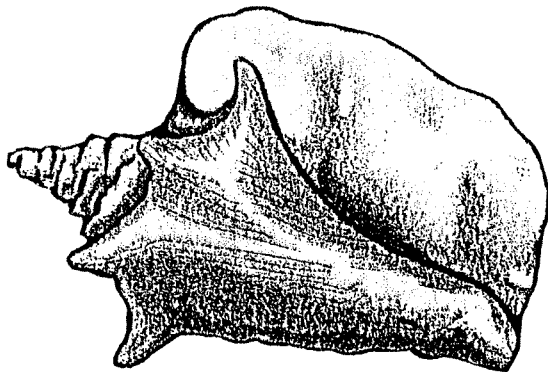
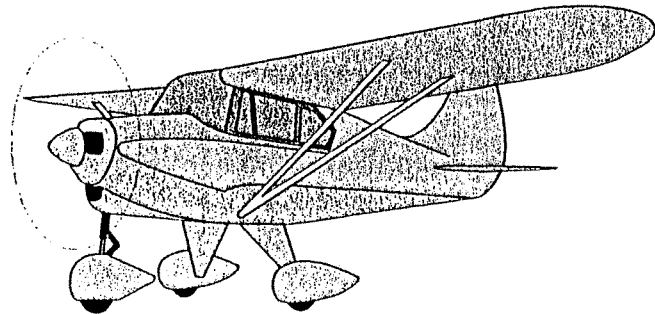
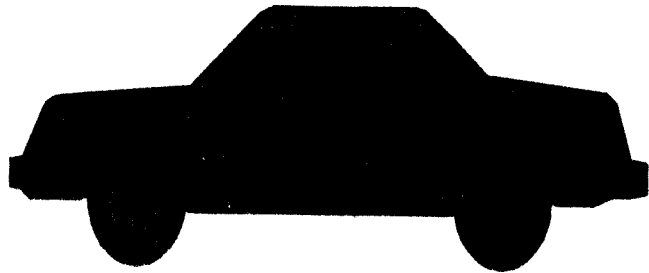


block *rhymes with*



shell *rhymes with*





Phoneme Counting

Phonemic Segmentation

by

Ron Yoshimoto

Phoneme Box

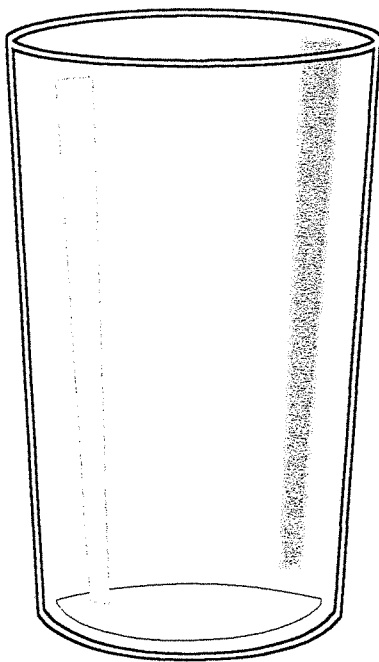
The "Phoneme Box" is designed to assist students in phoneme counting and phonemic segmentation. Children are given the attached sheets and unifex cubes of different colors. They name the picture and break up the word into sounds. The teacher asks them the number of sounds they hear. They repeat the word and then segment it into sounds as they place the unifex cubes in the small boxes (one color representing one sound) - this should be a simultaneous process of sounding as they place the cube in the box. They now say the word again as a whole unit.

Phoneme Box



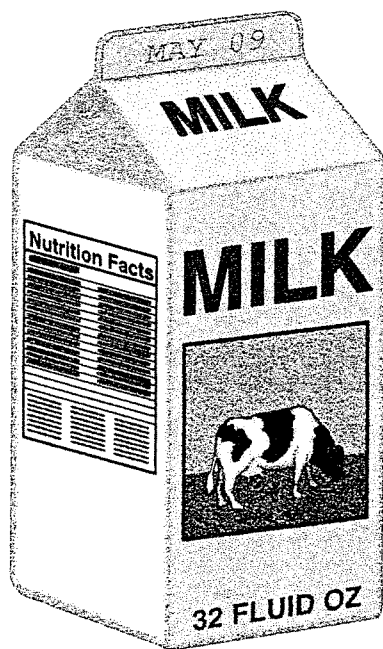
How many sounds? _____

Phoneme Box



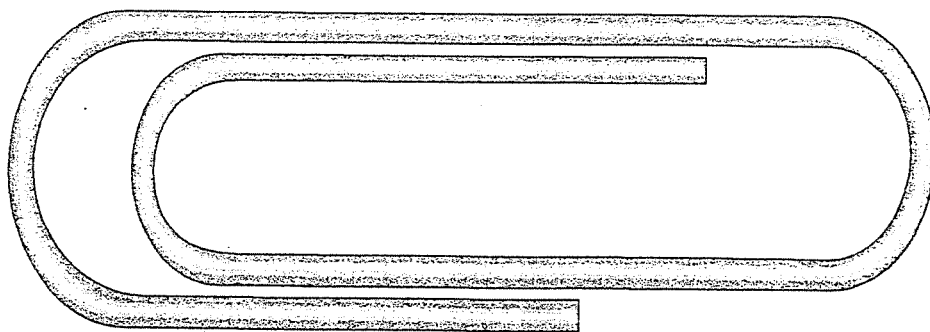
How many sounds? _____

Phoneme Box



How many sounds? _____

Phoneme Box



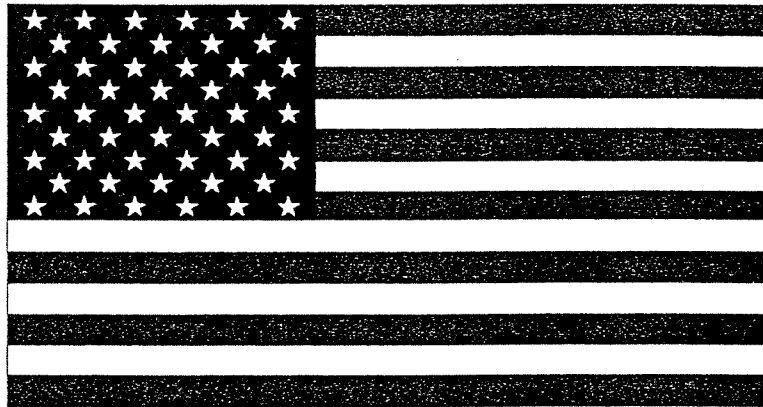
How many sounds? _____

Phoneme Box



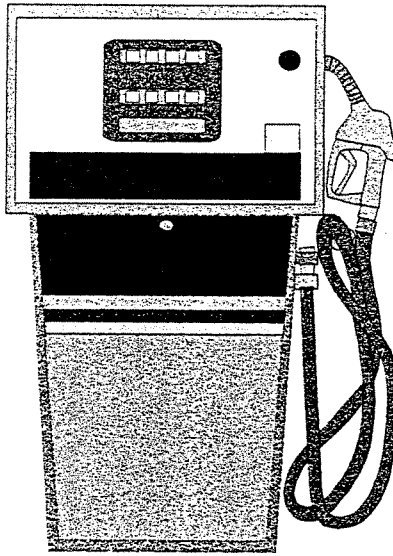
How many sounds? _____

Phoneme Box



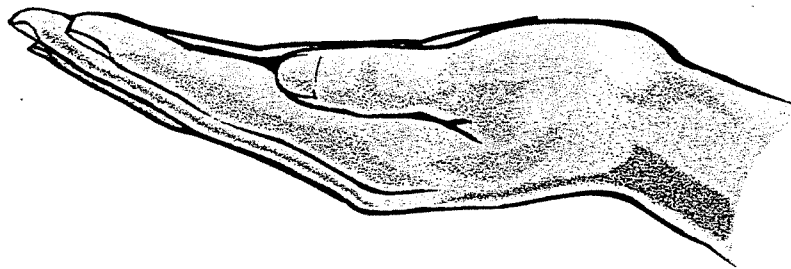
How many sounds? _____

Phoneme Box



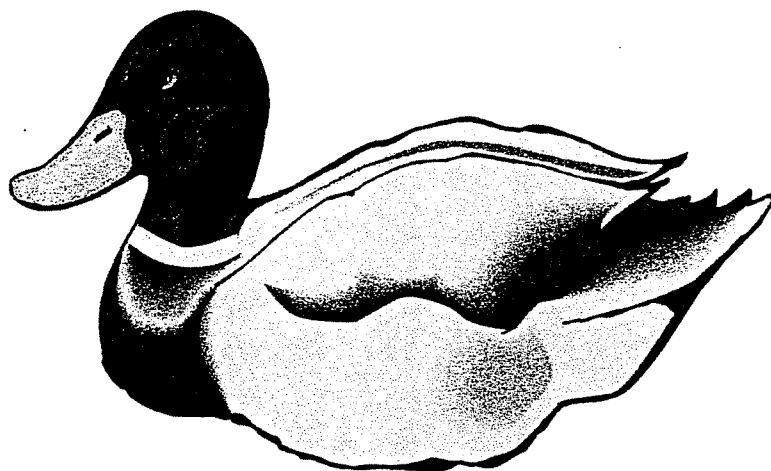
How many sounds? _____

Phoneme Box



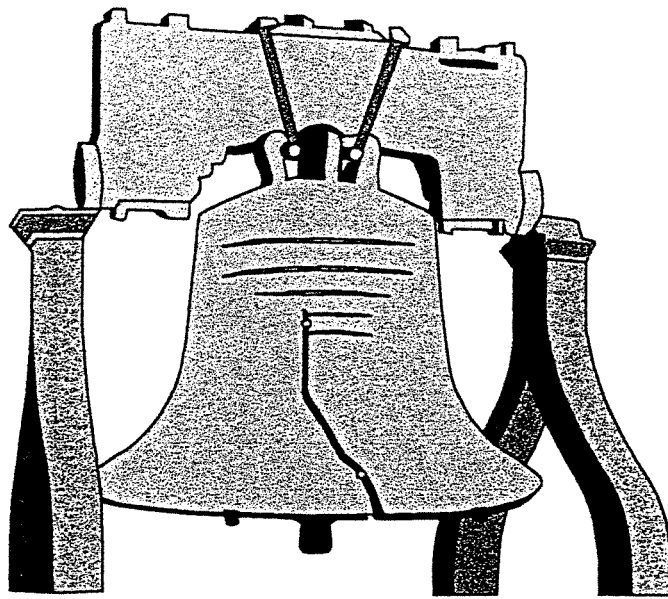
How many sounds? _____

Phoneme Box



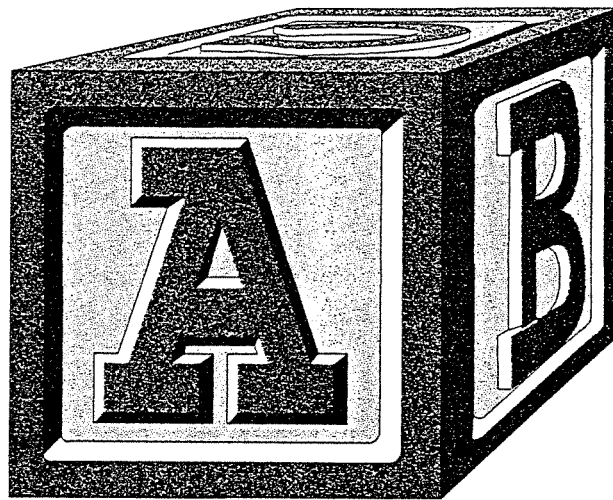
How many sounds? _____

Phoneme Box



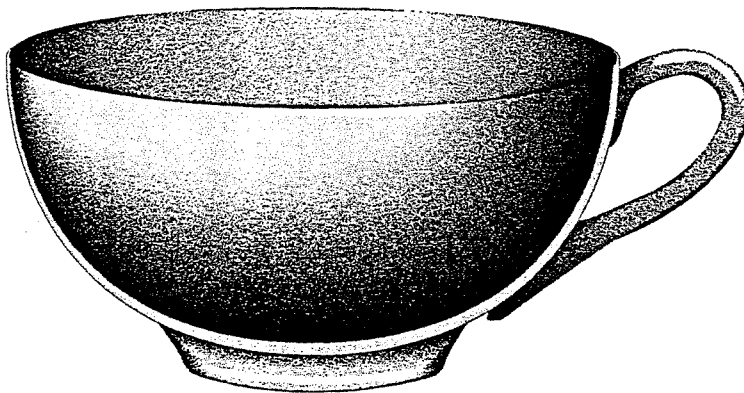
How many sounds? _____

Phoneme Box



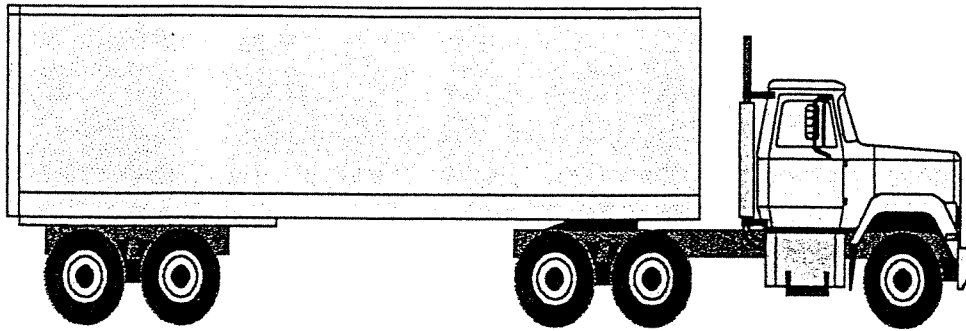
How many sounds? _____

Phoneme Box



How many sounds? _____

Phoneme Box



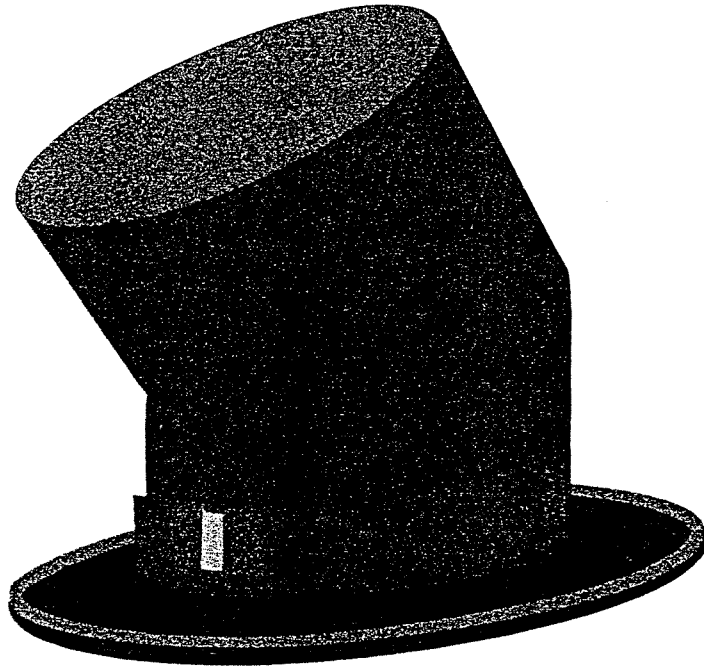
How many sounds? _____

Phoneme Box



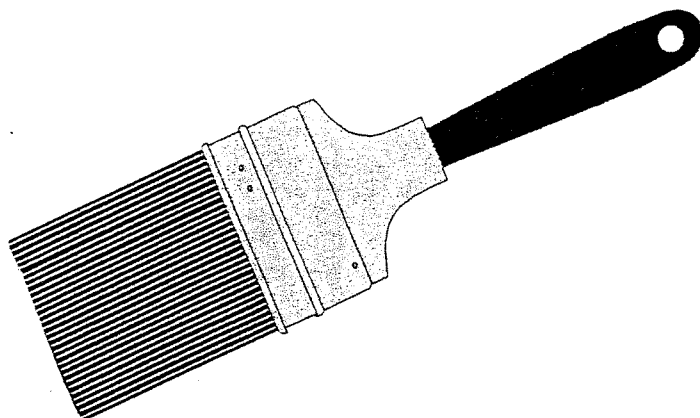
How many sounds? _____

Phoneme Box



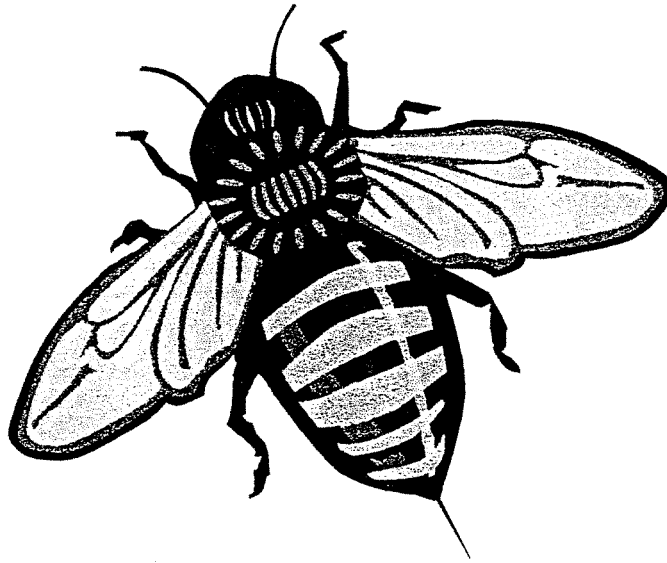
How many sounds? _____

Phoneme Box



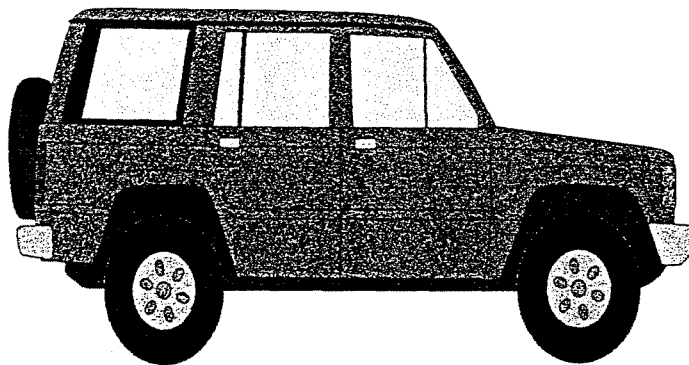
How many sounds? _____

Phoneme Box



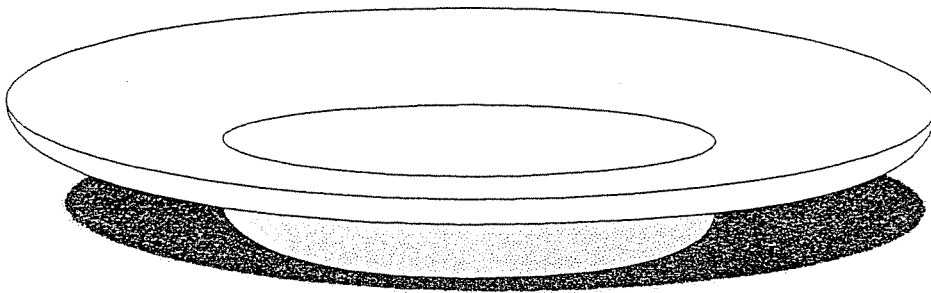
How many sounds? _____

Phoneme Box



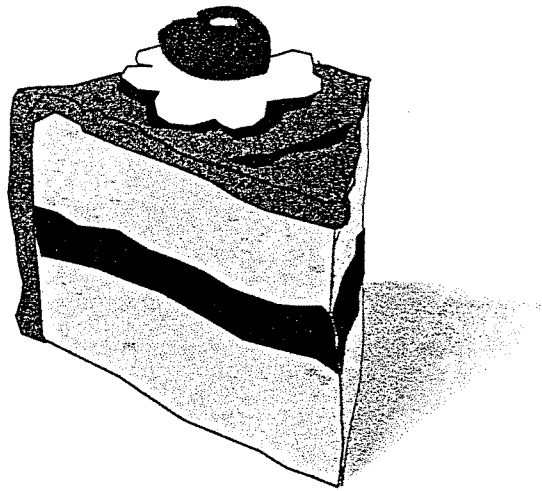
How many sounds? _____

Phoneme Box



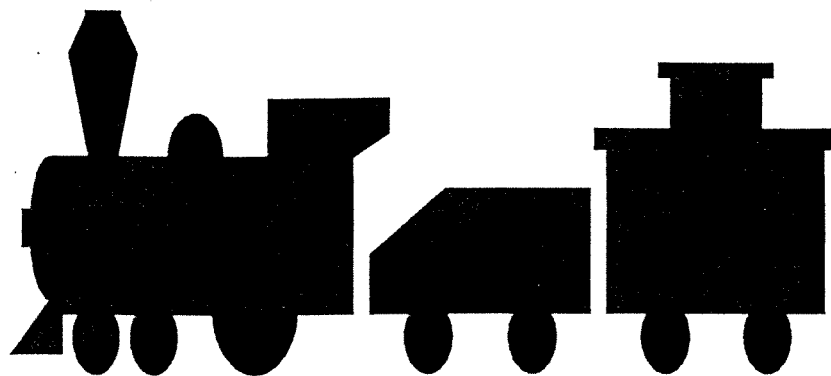
How many sounds? _____

Phoneme Box



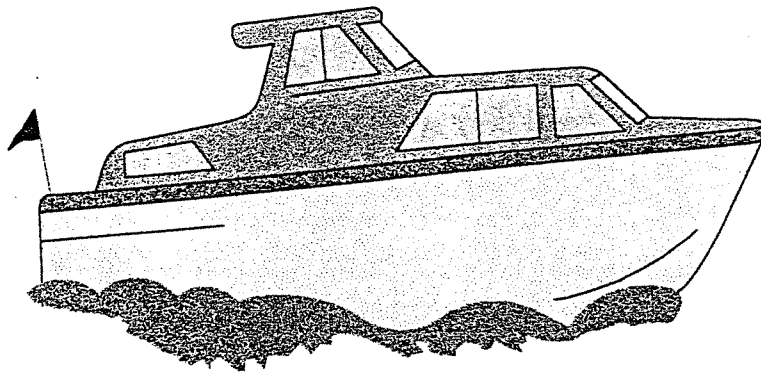
How many sounds? _____

Phoneme Box



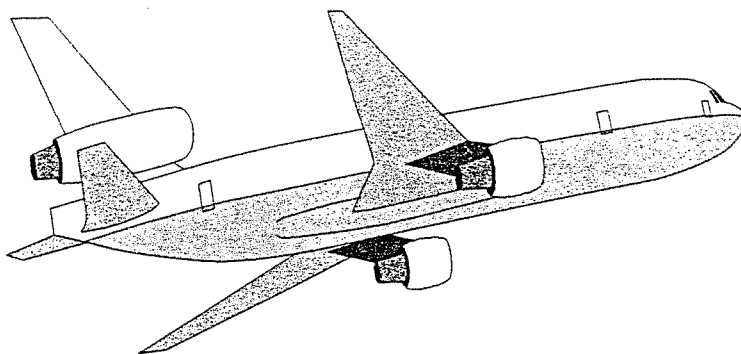
How many sounds? _____

Phoneme Box



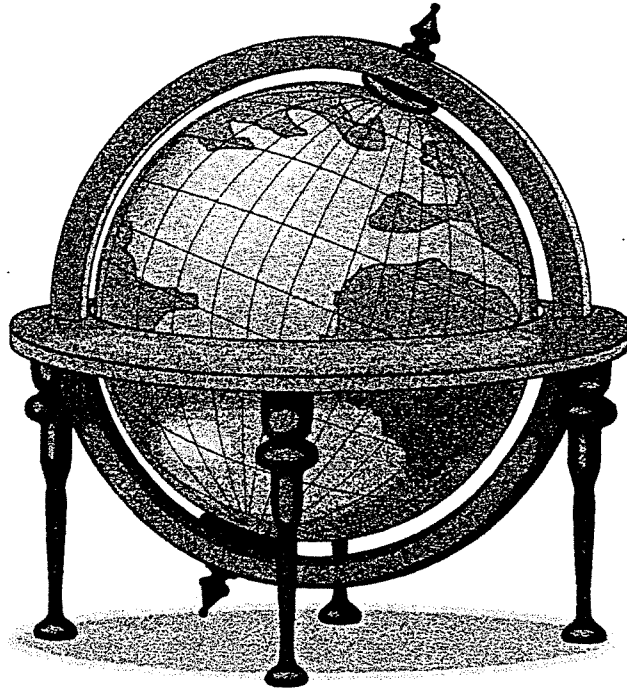
How many sounds? _____

Phoneme Box



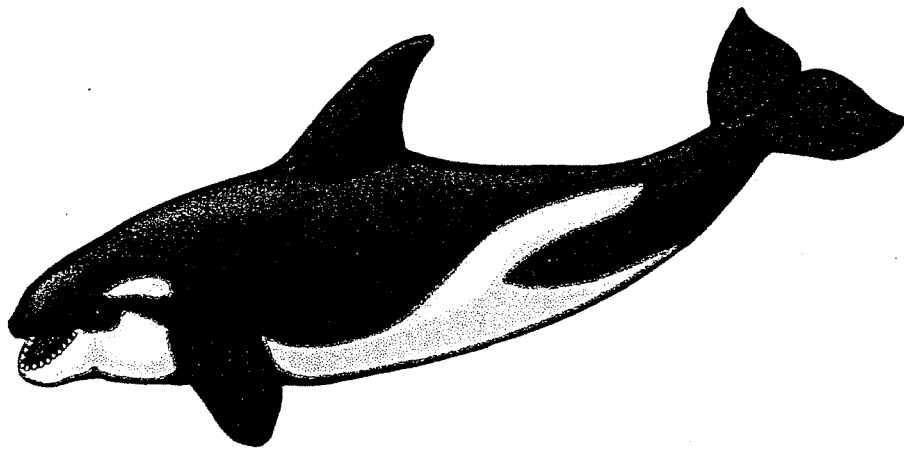
How many sounds? _____

Phoneme Box



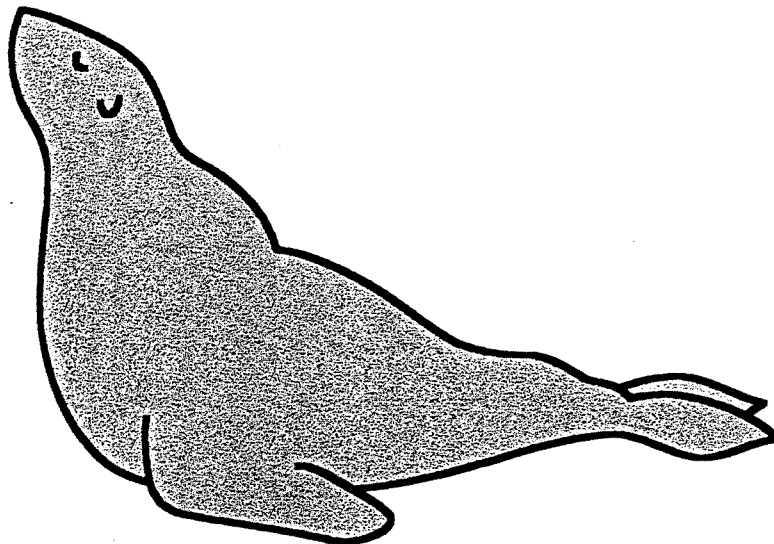
How many sounds? _____

Phoneme Box



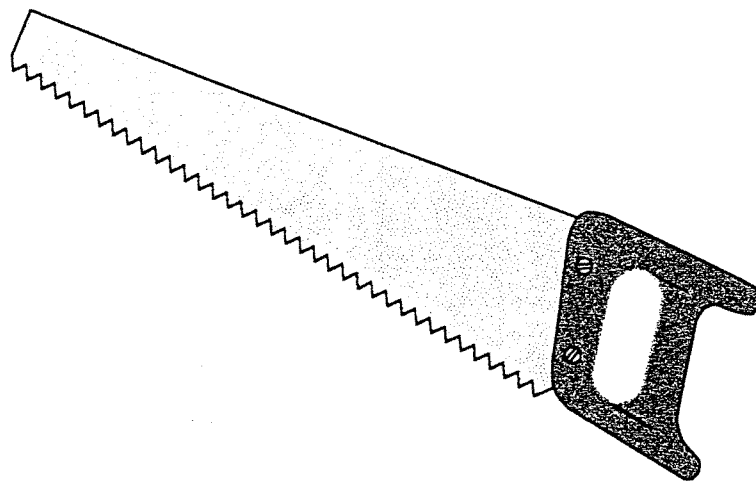
How many sounds? _____

Phoneme Box



How many sounds? _____

Phoneme Box



How many sounds? _____

Sound Deletion

Sound Deletion

Procedures: Teacher says a word. Students repeat. Teacher asks them to say the word without the initial or final sound. See attached word list.

Deletion of Initial Sounds

Say "pat."	Now say it without the /p/.	at
Say "wax."	Now say it without the /w/.	ax
Say "ham."	Now say it without the /h/.	am
Say "van."	Now say it without the /v/.	an
Say "lad."	Now say it without the /l/.	ad
Say "sag."	Now say it without the /s/.	ag
Say "fin."	Now say it without the /f/.	in
Say "sit."	Now say it without the /s/.	it
Say "mix."	Now say it without the /m/.	ix
Say "dim."	Now say it without the /d/.	im
Say "rug."	Now say it without the /r/.	ug
Say "cut."	Now say it without the /k/.	ut
Say "tub."	Now say it without the /t/.	ub
Say "mob."	Now say it without the /m/.	ob
Say "hot."	Now say it without the /h/.	ot
Say "nod."	Now say it without the /n/.	od
Say "ten."	Now say it without the /t/.	en
Say "bed."	Now say it without the /b/.	ed
Say "lamp."	Now say it without the /l/.	amp
Say "fast."	Now say it without the /f/.	ast
Say "rant."	Now say it without the /r/.	ant
Say "jump."	Now say it without the /j/.	ump
Say "dust."	Now say it without the /d/.	ust
Say "sift."	Now say it without the /s/.	ift
Say "hint."	Now say it without the /h/.	int
Say "pond."	Now say it without the /p/.	ond
Say "desk."	Now say it without the /d/.	esk
Say "est."	Now say it without the /n/.	est

Sound Deletion

Say "ship."	Now say it without the "sh."	ip
Say "chat."	Now say it without the /ch/.	at
Say "shop."	Now say it without the /sh/.	op
Say "thin."	Now say it without the /th/.	in
Say "chap."	Now say it without the /ch/.	ap
Say "thud."	Now say it without the /th/.	ud
Say "shut."	Now say it without the /sh/.	ut
Say "chin."	Now say it without the /ch/.	in
Say "bank."	Now say it without the /b/.	ank
Say "wing."	Now say it without the /w/.	ing
Say "sink."	Now say it without the /s/.	ink
Say "long."	Now say it without the /l/.	ong
Say "bang."	Now say it without the /b/.	ang
Say "junk."	Now say it without the /j/.	unk
Say "drag."	Now say it without the /d/.	rag
Say "cram."	Now say it without the /k/.	ram
Say "flap."	Now say it without the /f/.	lap
Say "stub."	Now say it without the /s/.	tub
Say "drum."	Now say it without the /d/.	rum
Say "crib."	Now say it without the /k/.	rib
Say "grip."	Now say it without the /g/.	rip
Say "trot."	Now say it without the /t/.	rot
Say "spot."	Now say it without the /s/.	pot
Say "frog."	Now say it without the /f/.	rog
Say "smug."	Now say it without the /s/.	mug
Say "fled."	Now say it without the /f/.	led
Say "sped."	Now say it without the /s/.	ped
Say "blast."	Now say it without the /b/.	last
Say "slump."	Now say it without the /s/.	lump
Say "gland."	Now say it without the /g/.	land
Say "blend."	Now say it without the /b/.	lend
Say "frond."	Now say it without the /f/.	rond
Say "blimp."	Now say it without the /b/.	limp
Say "clump."	Now say it without the /c/.	lump

Sound Deletion

Say "shrub."	Now say it without the /sh/.	rub
Say "chart."	Now say it without the /ch/.	art
Say "thump."	Now say it without the /th/.	ump
Say "shred."	Now say it without the /sh/.	red
Say "throb."	Now say it without the /th/.	rob
Say "chuck."	Now say it without the /ch/.	uck
Say "spank."	Now say it without the /s/.	pank
Say "slang."	Now say it without the /s/.	lang
Say "drank."	Now say it without the /d/.	rank
Say "fling."	Now say it without the /f/.	ling
Say "brink."	Now say it without the /b/.	rink
Say "prong."	Now say it without the /p/.	rong
Say "lake."	Now say it without the /l/.	ake
Say "kite."	Now say it without the /k/.	ite
Say "robe."	Now say it without the /r/.	obe
Say "bike."	Now say it without the /b/.	ike
Say "pane."	Now say it without the /p/.	ane
Say "home."	Now say it without the /h/.	ome
Say "gave."	Now say it without the /g/.	ave
Say "wipe."	Now say it without the /w/.	ipe
Say "mole."	Now say it without the /m/.	ole
Say "shame."	Now say it without the /sh/.	ame
Say "glide."	Now say it without the /g/.	lide
Say "drove."	Now say it without the /d/.	rove
Say "spade."	Now say it without the /s/.	pade
Say "chime."	Now say it without the /ch/.	ime
Say "crave."	Now say it without the /k/.	rave
Say "pride."	Now say it without the /p/.	ride
Say "slate."	Now say it without the /s/.	late
Say "swipe."	Now say it without the /s/.	wipe
Say "froze."	Now say it without the /f/.	roze
Say "plane."	Now say it without the /p/.	lane
Say "choke."	Now say it without the /ch/.	oke
Say "brave."	Now say it without the /b/.	rave

Sound Deletion

Deletion of Final Sounds

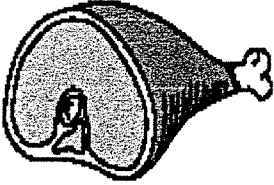
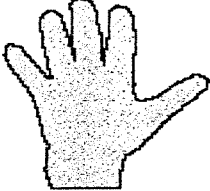
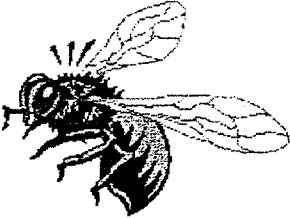

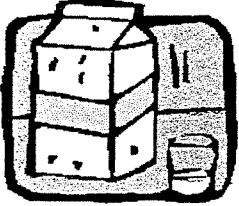
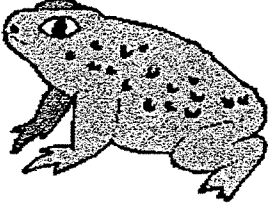
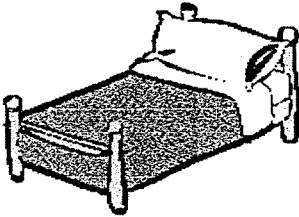

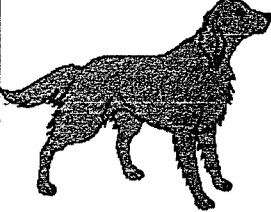
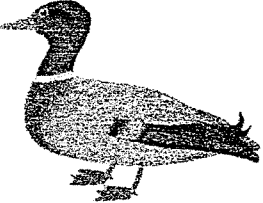
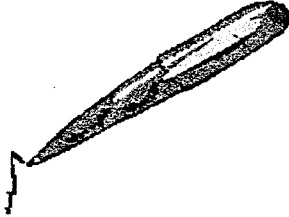
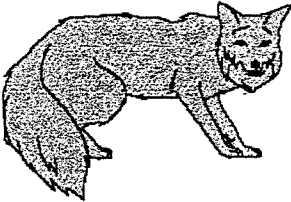

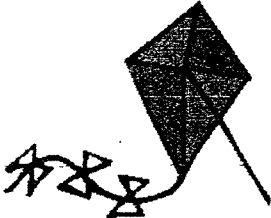
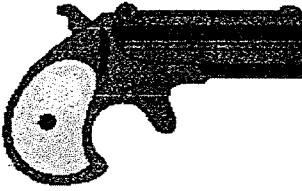
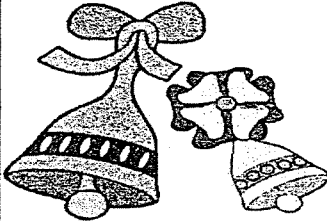
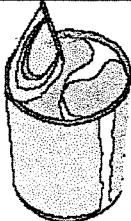
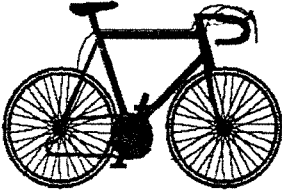
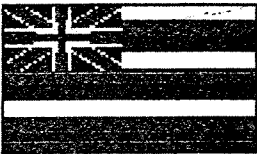
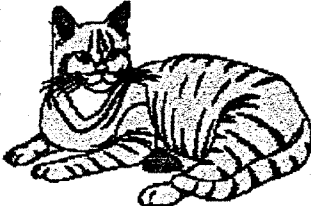
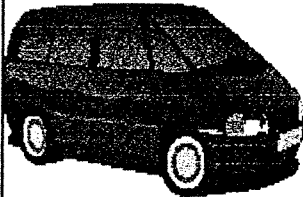


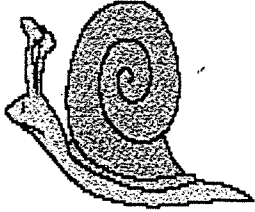
Say "rant."	Now say it without the /t/.	ran
Say "gasp."	Now say it without the /p/	gas
Say "bunt."	Now say it without the /t/.	bun
Say "pent."	Now say it without the /t/.	pen
Say "hemp."	Now say it without the /h/.	hem
Say "tend."	Now say it without the /d/.	den
Say "damp."	Now say it without the /p/.	dam
Say "belt."	Now say it without the /t/.	bel
Say "spend."	Now say it without the /d/.	spen
Say "hump."	Now say it without the /p/.	hum
Say "vest."	Now say it without the /t/.	ves
Say "slump."	Now say it without the /p/.	slum
Say "milk."	Now say it without the /k/.	mil
Say "shunt."	Now say it without the /t/.	shun
Say "shark."	Now say it without the /k/.	shar
Say "lunch."	Now say it without the /ch/.	lun
Say "marsh."	Now say it without the /sh/.	mar
Say "tenth."	Now say it without the /th/.	ten
Say "ranch."	Now say it without the /ch/.	ran
Say "perch."	Now say it without the /ch/.	per
Say "dark."	Now say it without the /k/	dar
Say "note."	Now say it without the /t/.	no
Say "tribe."	Now say it without the /b/.	tri
Say "lake."	Now say it without the /k/.	la
Say "home."	Now say it without the /m/.	ho
Say "size."	Now say it without the /z/.	si
Say "wave."	Now say it without the /v/.	wa
Say "nine."	Now say it without the /n/.	ni
Say "shame."	Now say it without the /m/.	sha
Say "drive."	Now say it without the /v/.	dri
Say "cone."	Now say it without the /n/.	co
Say "hare."	Now say it without the /r/.	ha

Matching Phonemes

**(Initial, Medial and
Final Positions)**

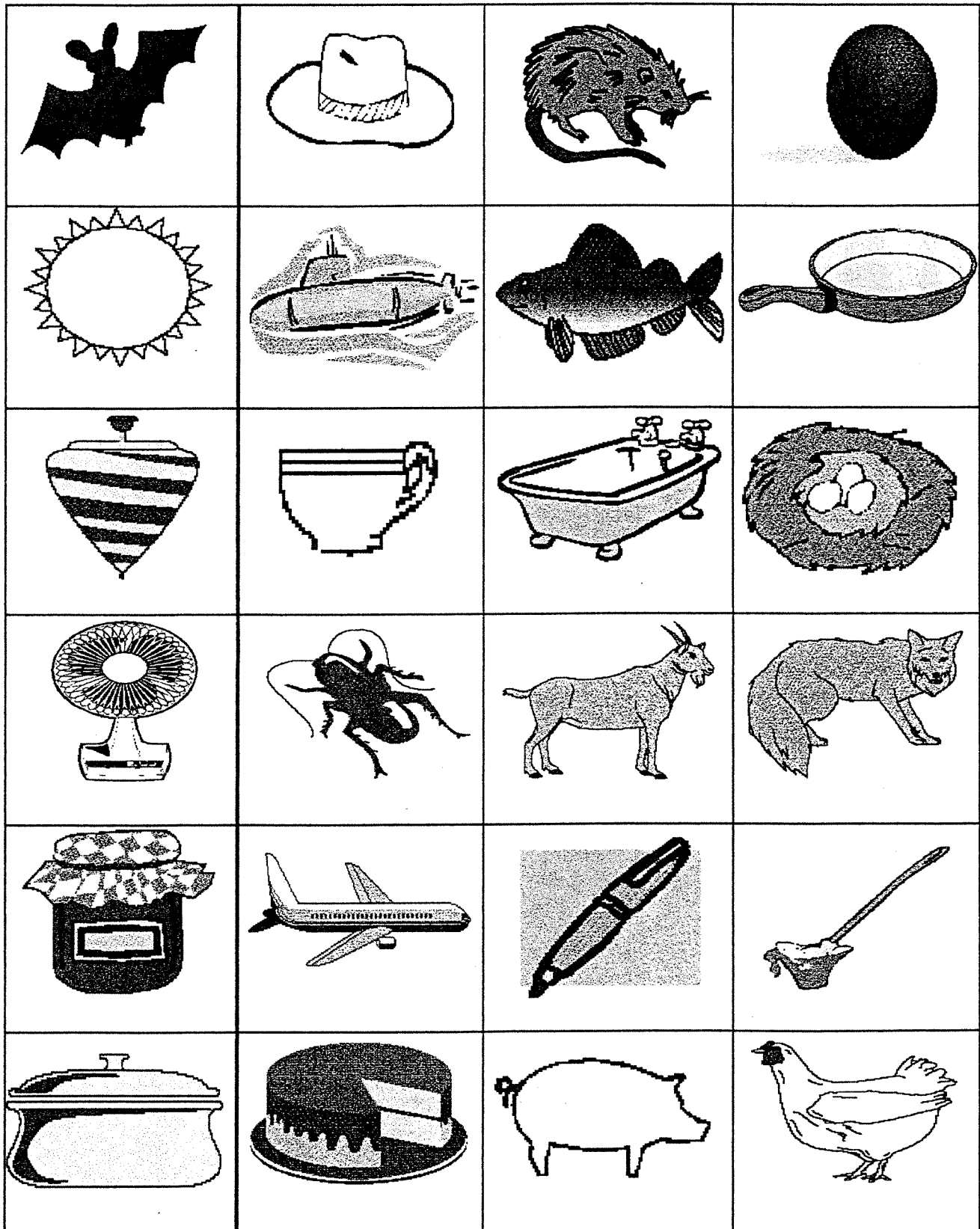
Phonemic Awareness: Initial Sounds

Directions: Teacher says the name of the first picture and asks for the beginning sound? Child/teacher names the other pictures. Which one has the same beginning sound as the first picture. The child may place an "X" or a chip on the picture.

			
ham	hand	bee	doll
			
milk	frog	bed	man
			
dog	duck	pen	fox
			
gum	kite	gun	bell
			
can	bike	flag	cat
			
van	crab	vulture	snail

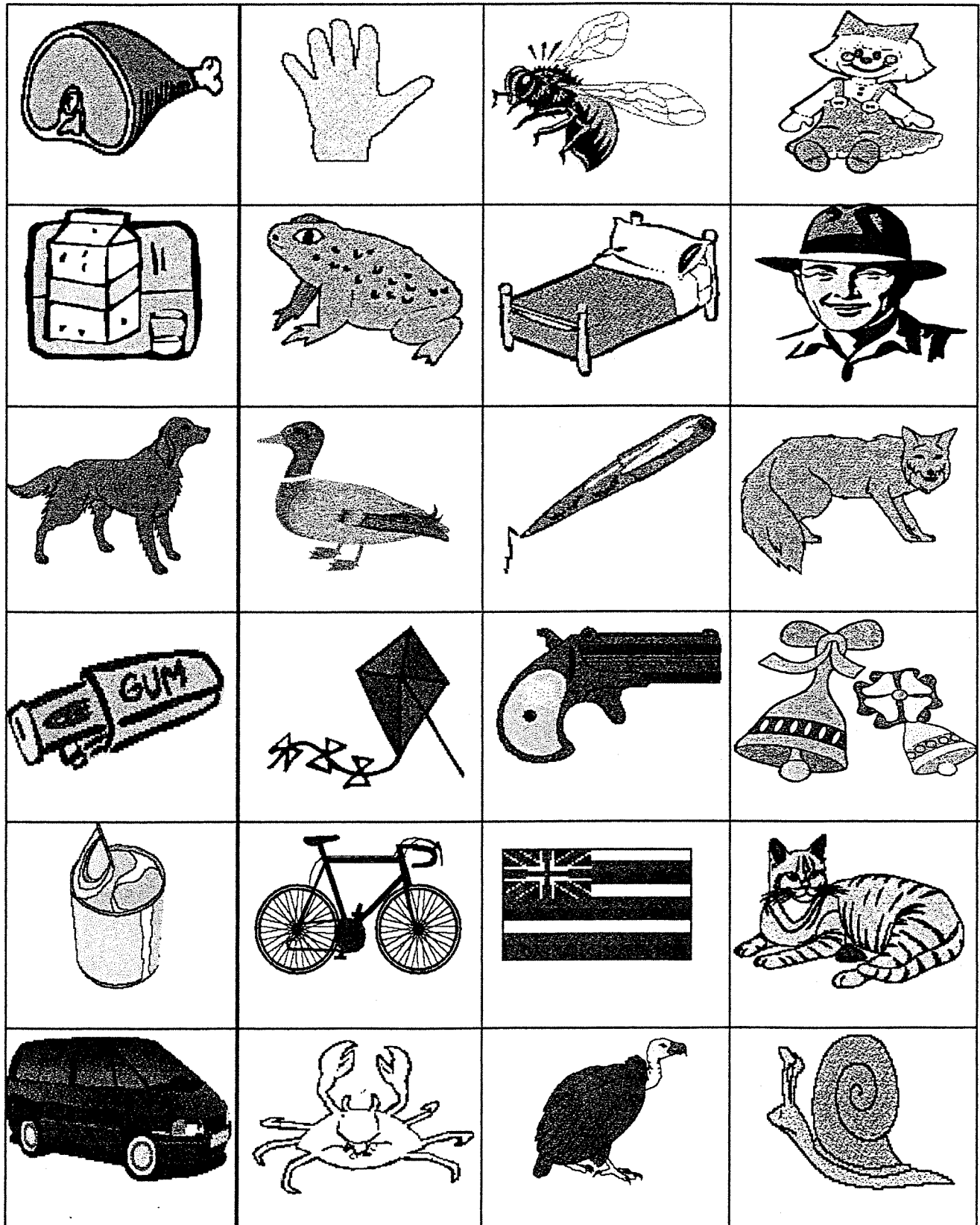
Phonemic Awareness: Initial Sounds

Directions: Teacher says the name of the first picture and asks for the beginning sound? Child/teacher names the other pictures. Which one has the same beginning sound as the first picture. The child may place an "X" or a chip on the picture.





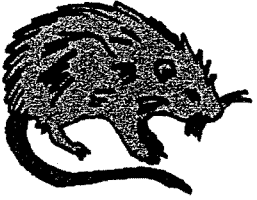
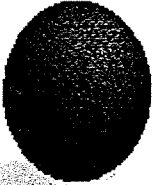
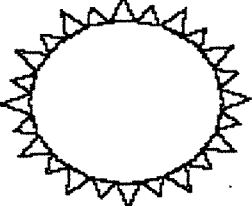
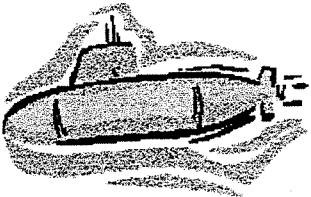
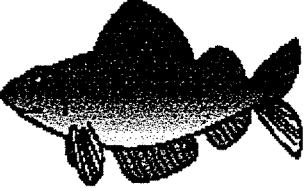
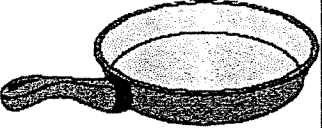
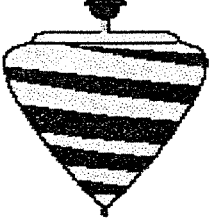

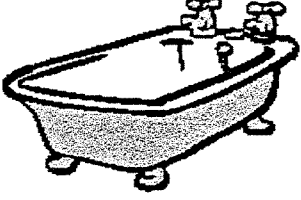
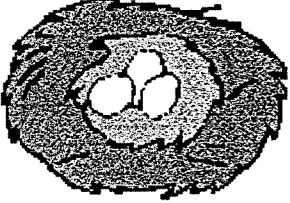
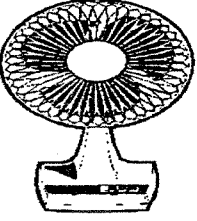

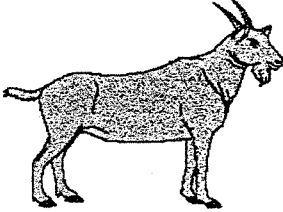
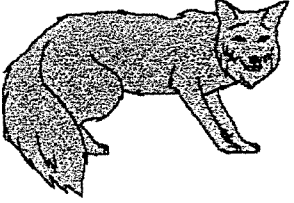
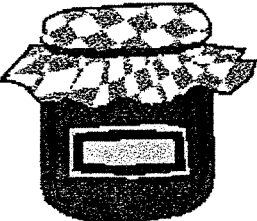
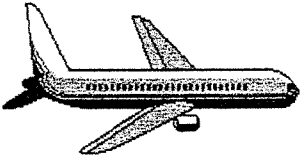
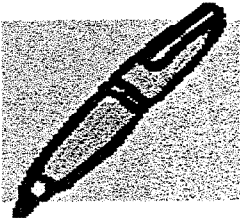

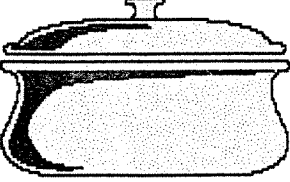
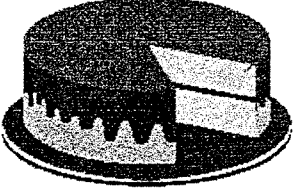

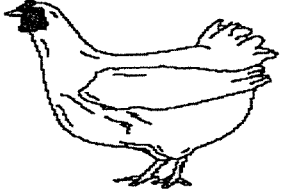
Phonemic Awareness: Initial Sounds

Directions: Teacher says the name of the first picture and asks for the beginning sound? Child/teacher names the other pictures. Which one has the same beginning sound as the first picture. The child may place an "X" or a chip on the picture.



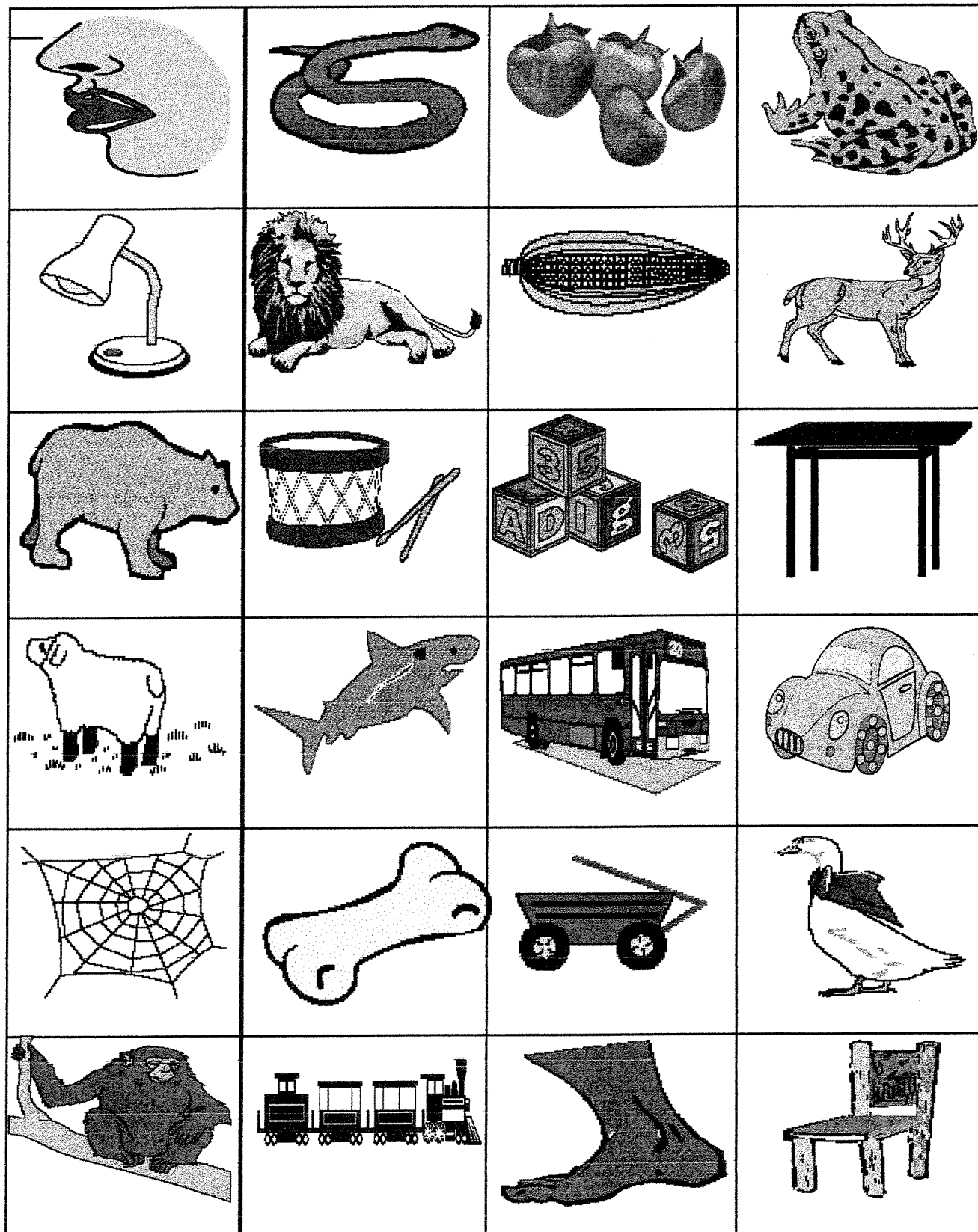
Phonemic Awareness: Initial Sounds

Directions: Teacher says the name of the first picture and asks for the beginning sound? Child/teacher names the other pictures. Which one has the same beginning sound as the first picture. The child may place an "X" or a chip on the picture.

 bat	 hat	 rat	 ball
 sun	 sub	 fish	 pan
 top	 cup	 tub	 nest
 fan	 bug	 goat	 fox
 jam	 jet	 pen	 mop
 pot	 cake	 pig	 hen


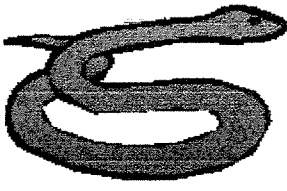
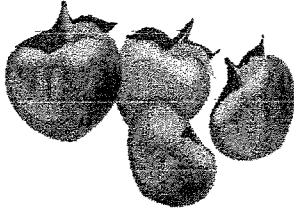
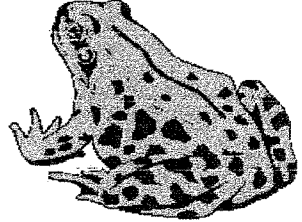
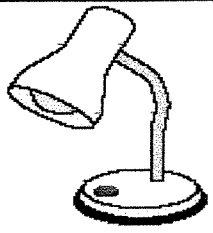
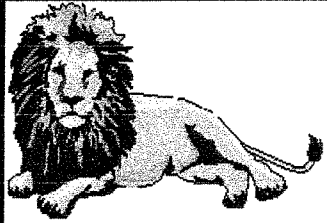
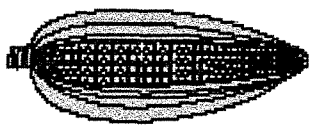
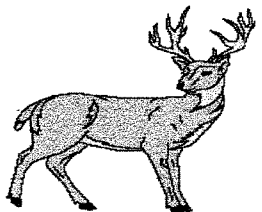
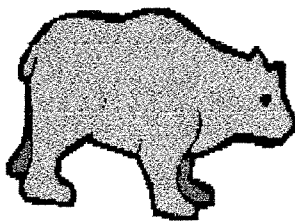

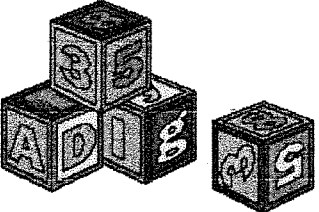
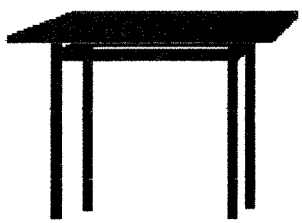
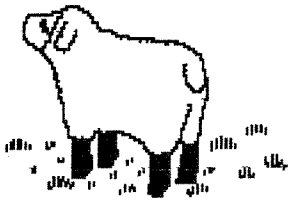
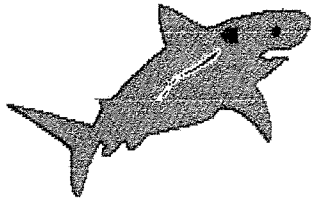
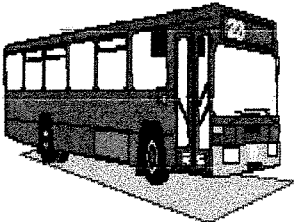
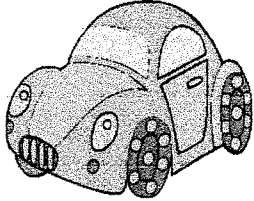
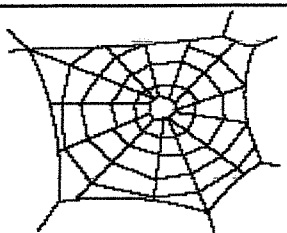
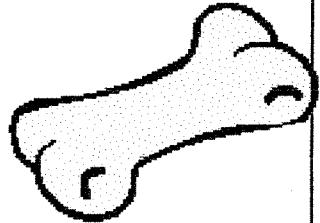
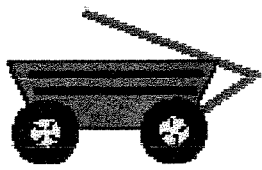
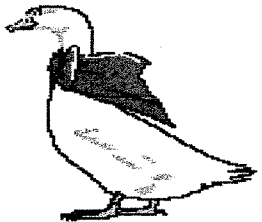
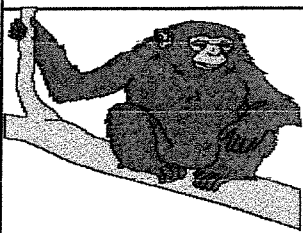
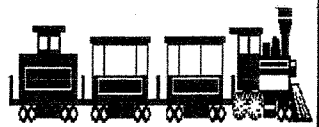
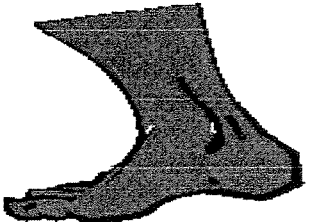
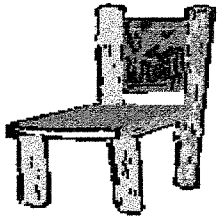
Phonemic Awareness: Initial Sounds

Directions: Teacher says the name of the first picture and asks for the beginning sound? Child/teacher names the other pictures. Which one has the same beginning sound as the first picture. The child may place an "X" or a chip on the picture.



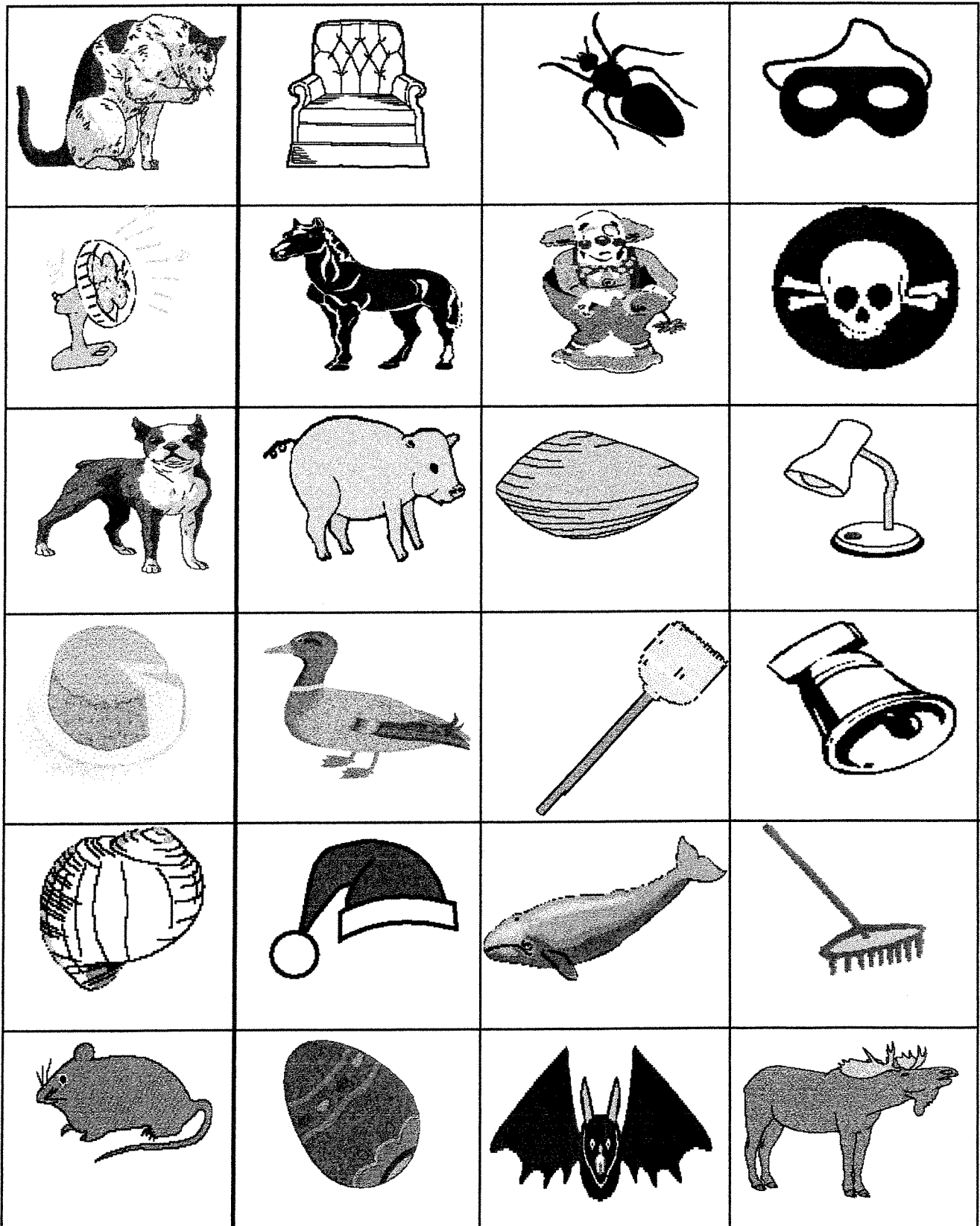
Phonemic Awareness: Initial Sounds

Directions: Teacher says the name of the first picture and asks for the beginning sound? Child/teacher names the other pictures. Which one has the same beginning sound as the first picture. The child may place an "X" or a chip on the picture.

			
nose	snake	nuts	frog
			
lamp	lion	corn	deer
			
bear	drum	blocks	table
			
sheep	shark	bus	car
			
web	bone	wagon	goose
			
chimp	train	foot	chair

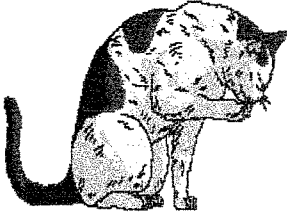
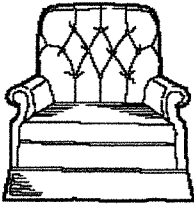


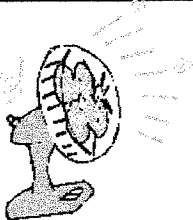
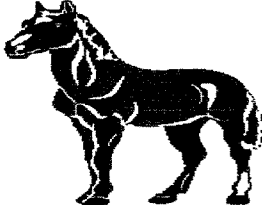


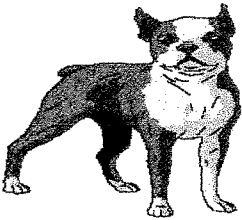
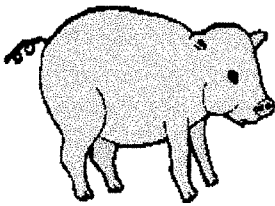
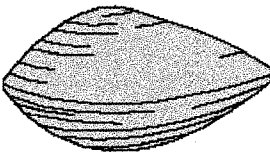


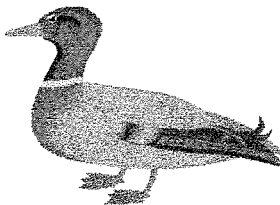
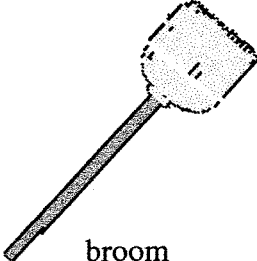
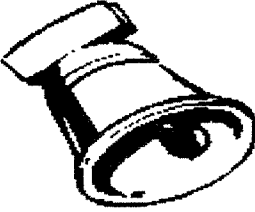
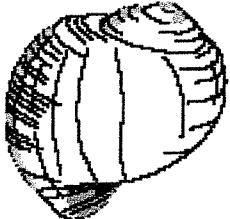
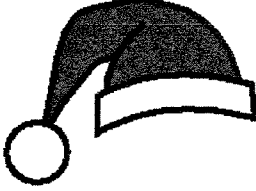
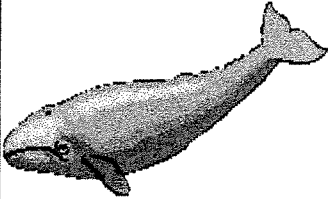
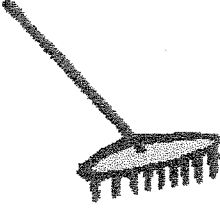



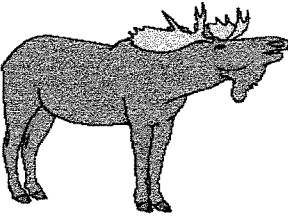
Phonemic Awareness: Final Sounds

Directions: Teacher says the name of the first picture and asks for the ending sound? Child/teacher names the other pictures. Which one has the same final sound as the first picture. The child may place an "X" or a chip on the picture.



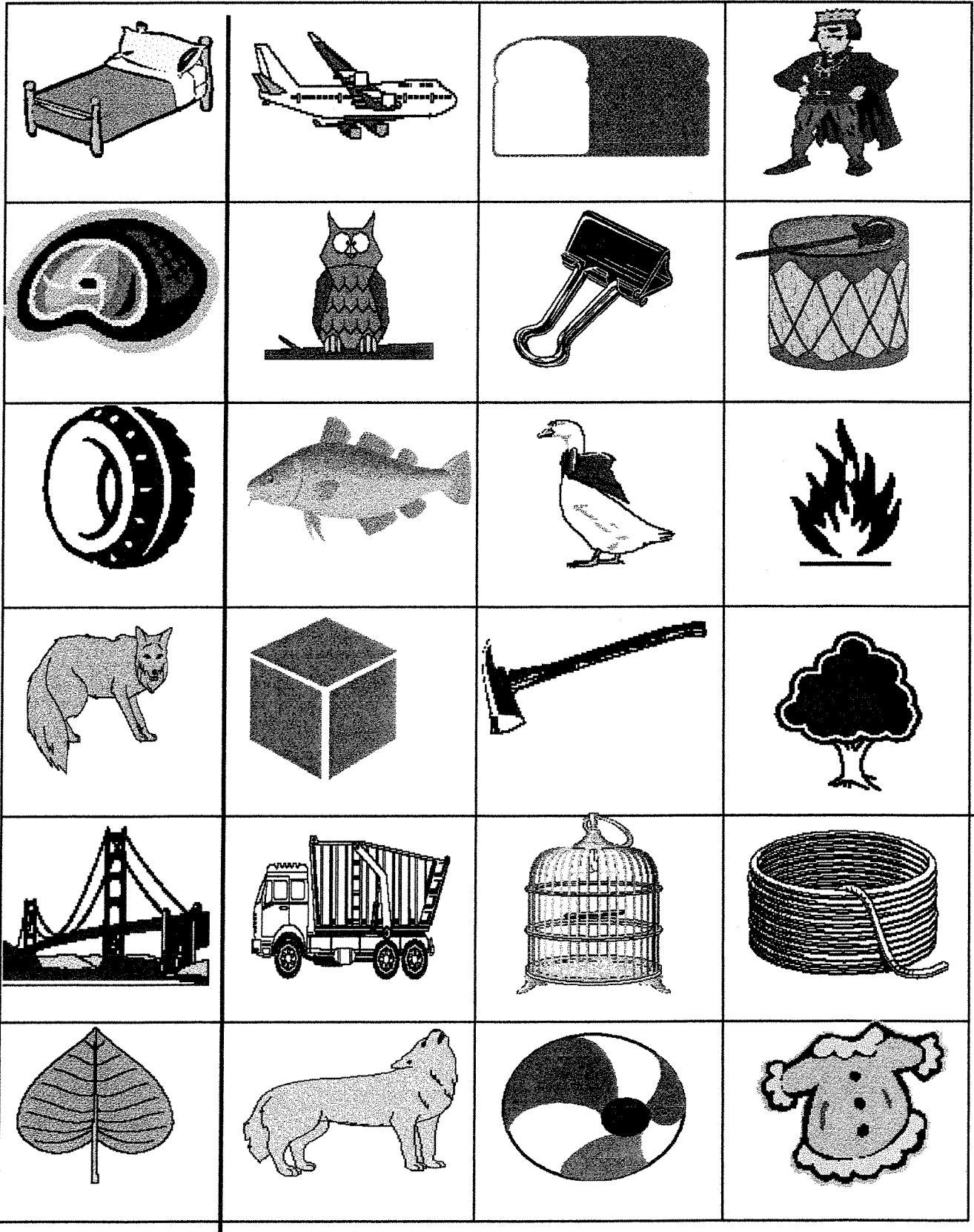
Phonemic Awareness: Final Sounds

Directions: Teacher says the name of the first picture and asks for the ending sound? Child/teacher names the other pictures. Which one has the same final sound as the first picture. The child may place an "X" or a chip on the picture.

 cat	 chair	 ant	 mask
 fan	 horse	 clown	 skull
 dog	 pig	 clam	 lamp
 cake	 duck	 broom	 bell
 shell	 hat	 whale	 rake
 mouse	 egg	 bat	 moose

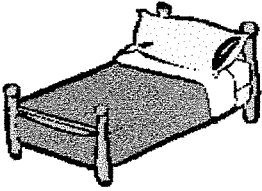
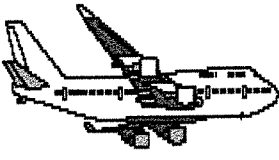


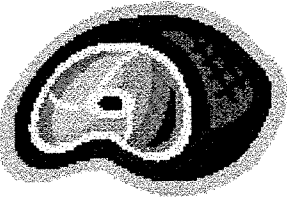
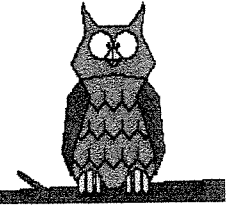
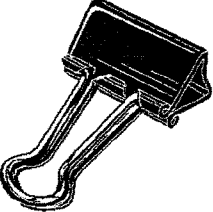
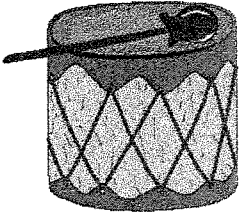
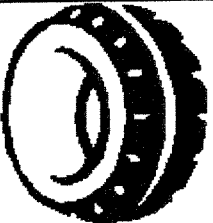

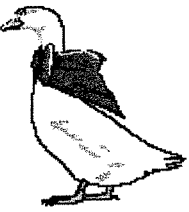

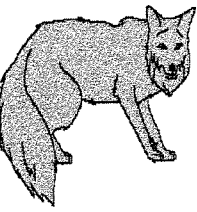
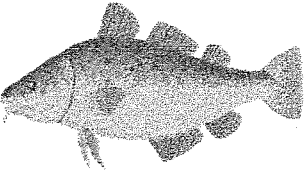
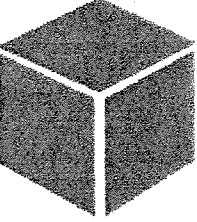


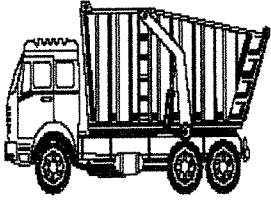
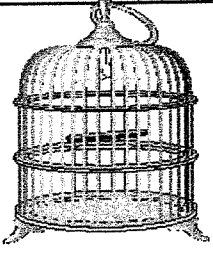
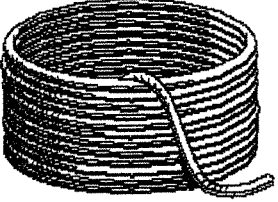
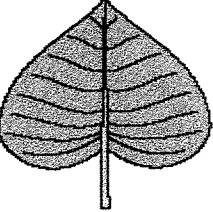
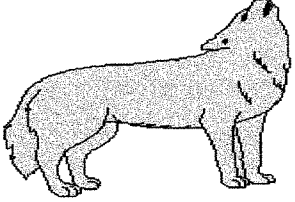
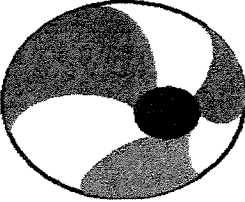
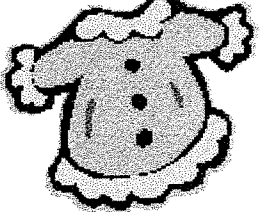
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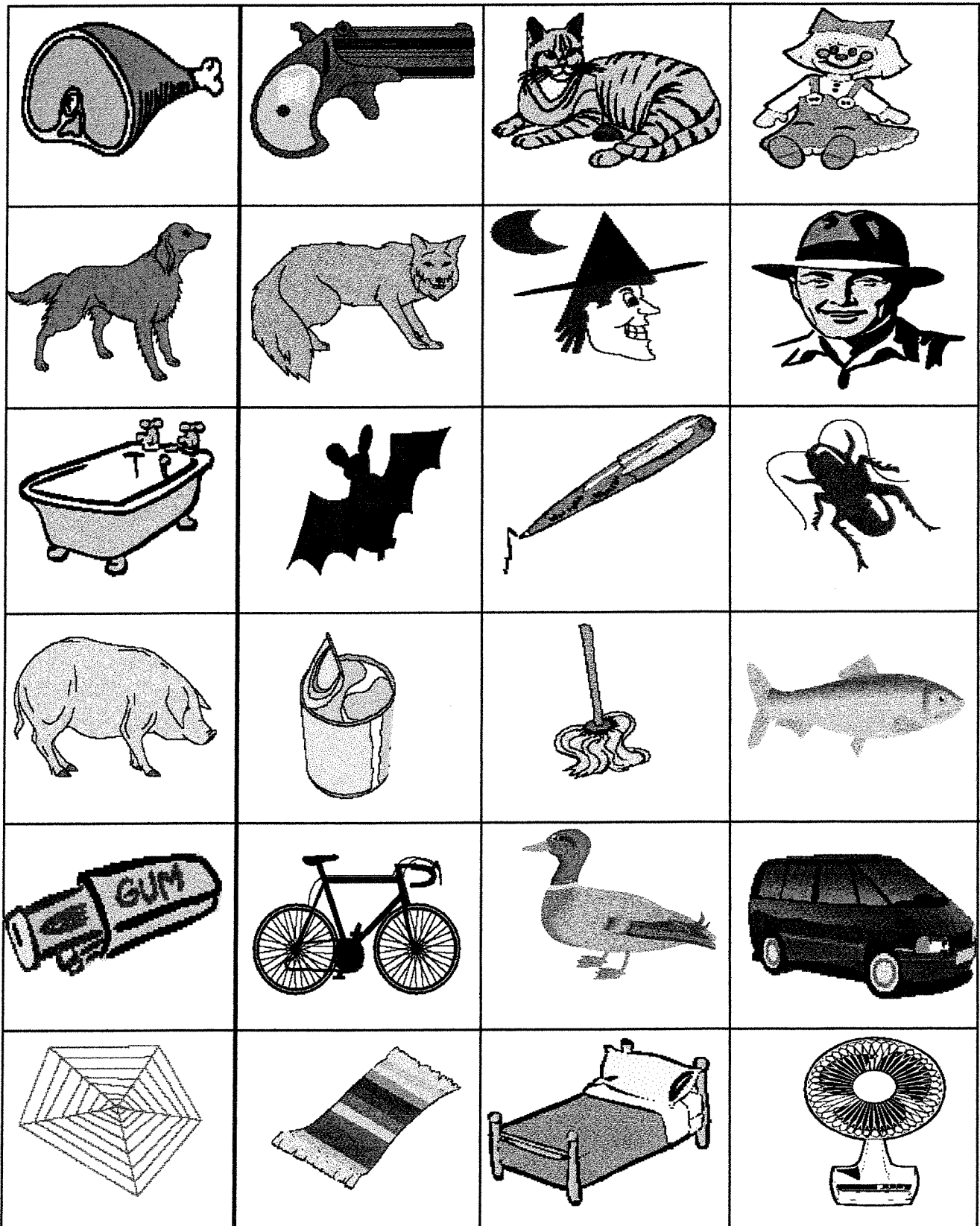
Phonemic Awareness: Final Sounds

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bed	plane	bread	king
			
ham	owl	clip	drum
			
tire	ax	goose	fire
			
fox	fish	box	tree
			
bridge	truck	cage	rope
			
leaf	wolf	ball	dress

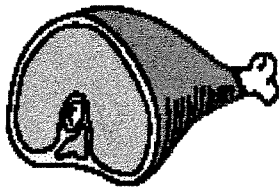
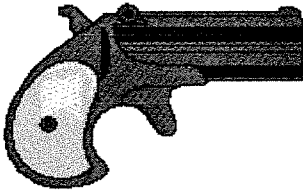
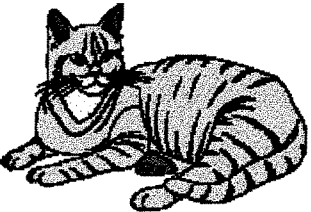
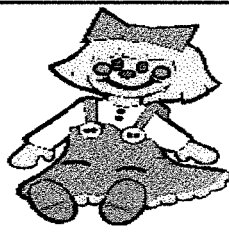
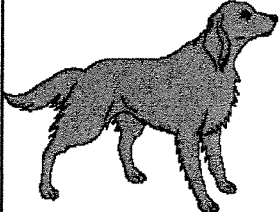
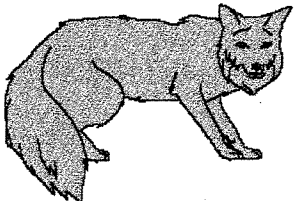


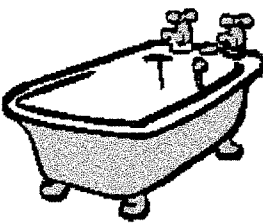

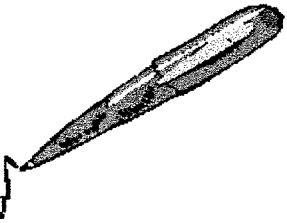

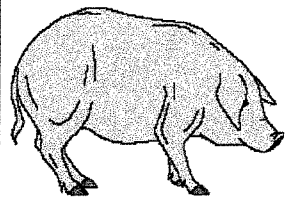
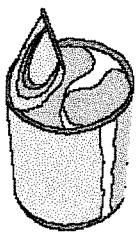
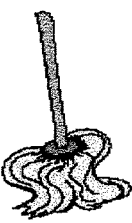
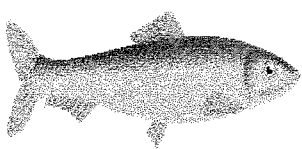
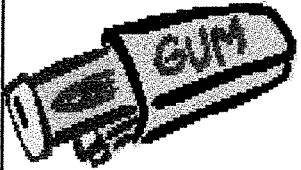
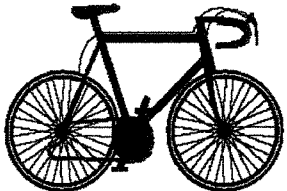
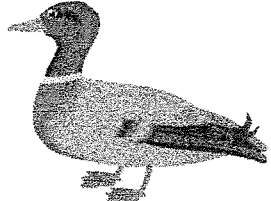
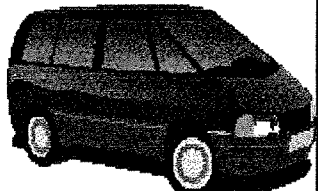
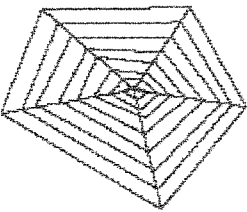
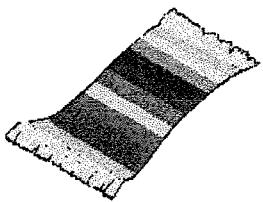
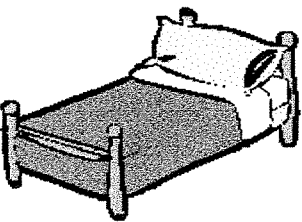
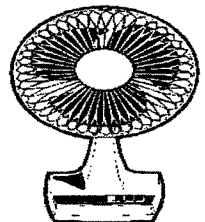
Phonemic Awareness: Medial Sounds

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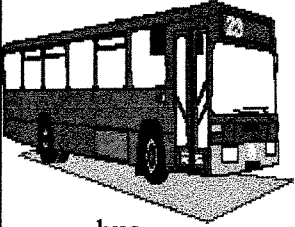


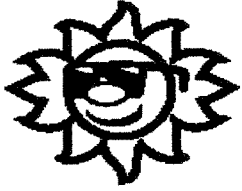
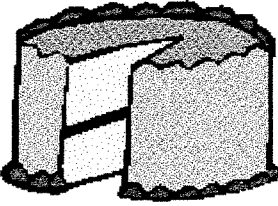
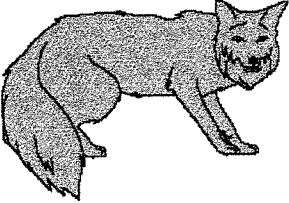

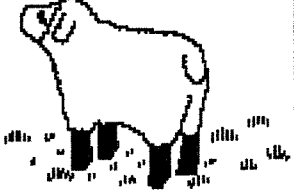
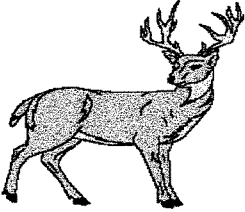
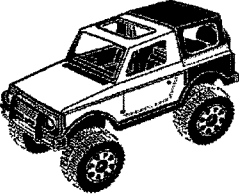
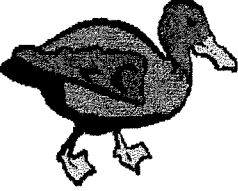
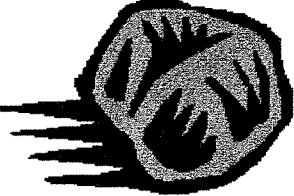

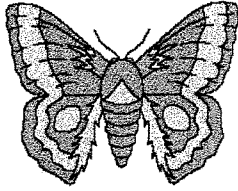
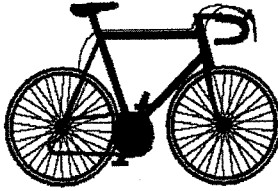

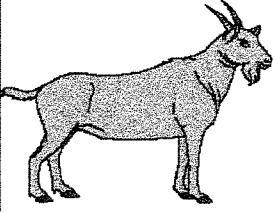
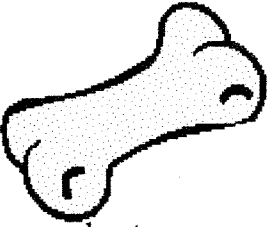

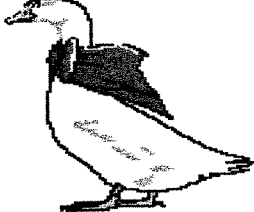

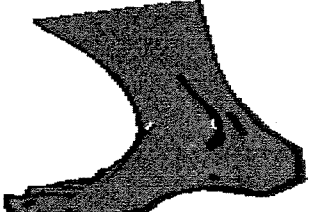
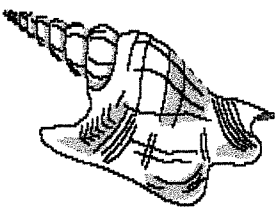
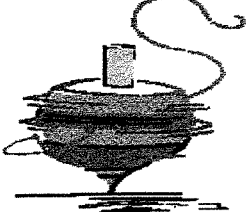
Phonemic Awareness: Medial Sounds

Directions: Teacher says the name of the first picture and asks for the medial sound? Child/teacher names the other pictures. Which one has the same medial sound as the first picture. The child may place an "X" or a chip on the picture.

			
ham	gun	cat	doll
			
dog	fox	witch	man
			
tub	bat	pen	bug
			
pig	can	mop	fish
			
gum	bike	duck	van
			
web	rug	bed	fan

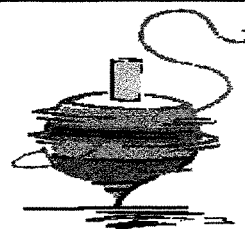
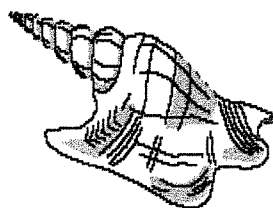
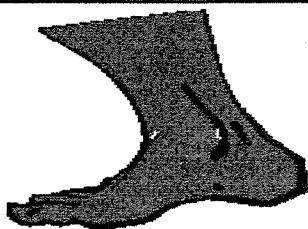
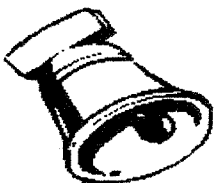
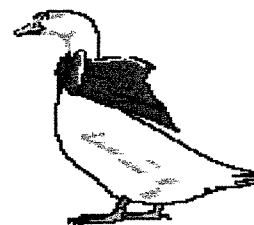
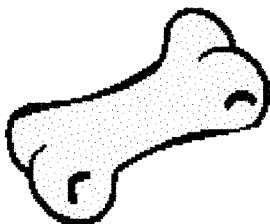
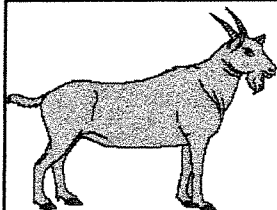
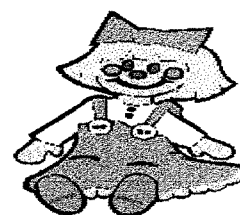
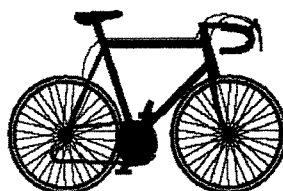
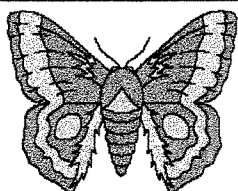
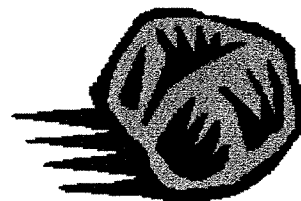
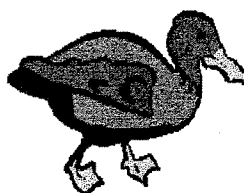
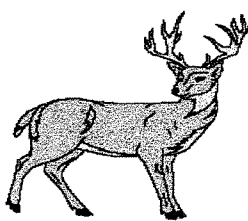
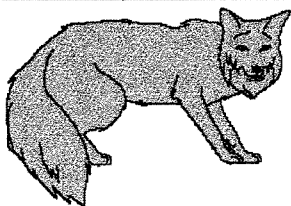
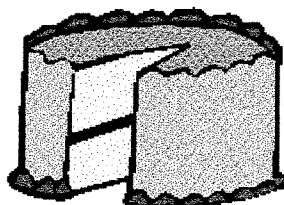
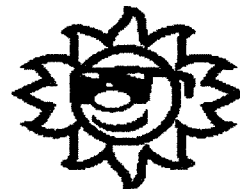
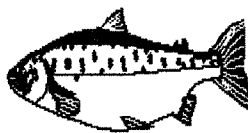
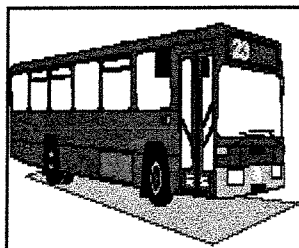
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 bus	 rake	 fish	 sun
 cake	 fox	 rain	 sheep
 deer	 jeep	 duck	 rock
 kite	 moth	 bike	 doll
 goat	 boat	 whale	 goose
 bell	 foot	 shell	 top

Phonemic Awareness: Medial Sounds

Directions: Teacher says the name of the first picture and asks for the medial sound? Child/teacher names the other pictures. Which one has the same medial sound as the first picture. The child may place an "X" or a chip on the picture.



Phonemic Blending

Blending (Part I)

Procedures: Teachers will say phonemes or word parts with pauses between the units. The students will then say the whole words.

Blending: Initial Positions

c an
p at
t ap
z ip

w ax
r ug
v an
c od

v at
p ot
f ix
m ug

l amp
p ond
c amp

d ust
t ent
h ump

f ist
d esk
l imp

sh ip
ch in

ch op
sh ot

th in
th em

t ank
s ong
b unk

f ang
p ink
l ung

m ink
b ank
w ink

f lat
g rip
d rag
s lot

s top
s ped
d rum
f lop

c rib
b led
s lug
c lam

c ake
p oke
r ake
w ave
n ine

b ike
c ube
h ide
p ipe
h ome

p ine
l ime
r ose
p ole
k ite

t ell
s ack

ch ill
c art

p uff
f all

Blending (Part I)

Procedures: Teachers will say phonemes or word parts with pauses between the units. The students will then say the whole words.

Blending: Final Positions

pa t
ru n
si p
va n

jo b
wa x
ro d
ne t

le g
to p
pi n
fu n

fas t
cam p
pon d

jum p
fis t
lif t

ten t
nes t
des k

dru m
dro p

ste p
spi n

slu g
cla m

di sh
ches t
ne ck
pun ch
cru sh

ba th
she ll
fu dge
du ck
lun ch

ran ch
thi ck
ca tch
do dge
mar ch

cli ff

cla ss

be ll

dar t
boa t
ligh t
soa p

cor n
fee t
dee r
roa d

rai n
st ar
tai l
jee p

Blending

Procedures: Teachers will say phonemes or word parts with pauses between the units. The students will then say the whole words.

Blending: Final Positions

pa t
ru n
si p
va n

jo b
wa x
ro d
ne t

le g
to p
pi n
fu n

fas t
cam p
pon d

jum p
fis t
lif t

ten t
nes t
des k

dru m
dro p

ste p
spi n

slu g
cla m

di sh
ches t
ne ck
pun ch
cru sh

ba th
she ll
fu dge
du ck
lun ch

ran ch
thi ck
ca tch
do dge
mar ch

cli ff

cla ss

be ll

dar t
boa t
ligh t
soa p

cor n
fee t
dee r
roa d

rai n
st ar
tai l
jee p

Blending (Part II)

Procedures: Teachers will say phonemes with pauses between the units. The students will repeat as they place chips or unifex cubes on the table (one color representing one sound). They will then say the whole word.

Four Phonemes

f a s t
s l a m
m a s t

c a m p
d r a g
c l a m

c l a p
l a m p
f l a p

d u s t
h u n t
g r u b

j u m p
b u m p
r u s t

s l u g
d r u m
t u s k

m i s t
g r i n
s p i t

w i l t
c r i b
c l i p

s i f t
h i n t
l i f t

p o n d
s l o b
d r o p

s l o t
f o n d
l i s t

f r o g
c r o p
s p o t

t e n t
f l e d
b e l t

w e s t
s t e p
v e s t

t e s t
d e s k
v e n d

s m a s h
c l o t h
r a n c h

c h e s t
c r u s h
t h u m p

l u n c h
b r o t h
t r a s h

c l o c k
t r u c k

c r a c k
b r i d g e

s w i t c h
s n a t c h

g r a s s

s t u f f

d r e s s

Blending (Part II)

s n a k(e)

p l a n(e)

s t o v(e)

g r a d(e)

p r i z(e)

s k a t(e)

s l o p(e)

c r i m(e)

f r o z(e)

d r i v(e)

s m i l(e)

p l a t(e)

Phonemic Segmentation

Phonemic Segmentation

Procedures: Say the following words and have the students note the sounds that they hear in the words.

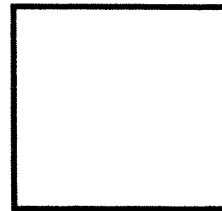
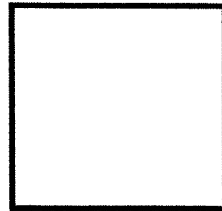
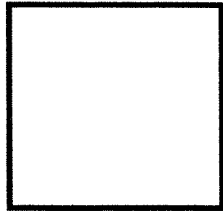
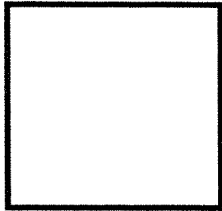
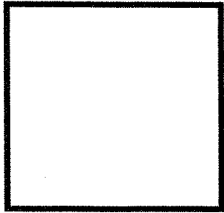
cat	hum	kid	log	bet
tan	rub	pin	mop	jet
ham	cub	bit	dot	hem
jab	gun	pig	dog	vet
fad	bum	jig	cot	pen
sag	tub	him	rod	web
van	run	fib	rob	wed
fat	sub	dig	jog	set
tap	cut	lip	hop	beg
man	fun	tip	cob	pet
pad	bug	hip	sob	hen
wag	gum	sip	pot	men
lap	hut	dim	top	red
dad	pup	bib	mom	net

past	bump	lift	soft	left
fast	lump	wilt	lost	help
land	bust	limp	romp	belt
hand	gust	mint	bond	bend
band	jump	jilt	pond	lend
lamp	rust	hint	fond	welt
cast	tusk	sift	cost	send
camp	hunt	list	font	nest

flat	club	crib	clog	fret
crab	drug	brig	drop	bled
flag	plum	slid	flop	glen
slam	slum	slim	plot	pled
snap	stun	prim	slot	sled
cram	plug	snip	snob	step
stab	drum	flip	spot	stem
grab	slug	trip	slob	sped

blast	slump	frisk	frost	spend
plant	grunt	crisp	stomp	crest
stamp	trust	flint	blond	blend

Phonemic Segmentation



Phonemic Manipulation

Phonemic Manipulation

Phonemic manipulation is a higher level skill relative to phonemic awareness. It entails children substituting initial, medial, and final sounds in words. There are basically two ways to enhance development of this skill.

1) Teacher says a word, students repeat, and teacher asks the student to change the initial, medial or final sound and say the new word. In this activity, the teacher will have students segment only the initial sounds, then proceed to substitutions of the final sounds, and lastly, require substitutions of the final sounds. The following may be helpful:

Substitutions of Beginning Phonemes

Say "cat."	Change /k/ to /b/.	-	rat
Say "fan."	Change /f/ to /t/.	-	tan
Say "ham."	Change /h/ to /r/.	-	ram
Say "pin."	Change /p/ to /t/.	-	tin
Say "rim."	Change /r/ to /v/.	-	vim
Say "cod."	Change /k/ to /n/.	-	nod
Say "pot."	Change /p/ to /h/.	-	hot
Say "bun."	Change /b/ to /r/.	-	run
Say "leg."	Change /l/ to /p/.	-	peg
Say "ten."	Change /t/ to /d/.	-	den
Say "fed."	Change /f/ to /l/.	-	led
Say "land."	Change /l/ to /s/.	-	sand
Say "rest."	Change /r/ to /n/.	-	nest
Say "fist."	Change /f/ to /l/.	-	list
Say "hunt."	Change /h/ to /b/.	-	bunt
Say "bank."	Change /b/ to /r/.	-	rank
Say "mink."	Change /m/ to /s/.	-	sink
Say "king."	Change /k/ to /w/.	-	wink
Say "gang."	Change /g/ to /f/.	-	fang
Say "clap."	Change /c/ to /s/.	-	slap
Say "slum."	Change /s/ to /g/.	-	glum
Say "drop."	Change /d/ to /k/.	-	crop
Say "crab."	Change /k/ to /d/.	-	drag
Say "plank."	Change /p/ to /f/.	-	flank
Say "fling."	Change /f/ to /s/.	-	sling
Say "cake."	Change /k/ to /r/.	-	rake
Say "lame."	Change /l/ to /s/.	-	same
Say "rope."	Change /r/ to /h/.	-	hope
Say "side."	Change /s/ to /r/.	-	ride

Phonemic Manipulation

Substitutions of Final or Ending Phonemes

Say "ham."	Change /m/ to /d/.	-	had
Say "fan."	Change /n/ to /t/.	-	fat
Say "sum."	Change /m/ to /b/.	-	sub
Say "bug."	Change /g/ to /n/.	-	bun
Say "cub."	Change /b/ to /g/.	-	tug
Say "rid."	Change /d/ to /m/.	-	rim
Say "log."	Change /g/ to /t/.	-	lot
Say "cod."	Change /d/ to /p/.	-	cop
Say "vex."	Change /x/ to /t/.	-	vet
Say "fish."	Change /sh/ to /n/.	-	fin
Say "slam."	Change /m/ to /p/.	-	slap
Say "spin."	Change /n/ to /t/.	-	spit
Say "shot."	Change /t/ to /p/.	-	shop
Say "skit."	Change /t/ to /n/.	-	skin
Say "flag."	Change /g/ to /t/.	-	flat
Say "cash."	Change /sh/ to /b/.	-	cab
Say "mash."	Change /sh/ to /d/.	-	mad
Say "bath."	Change /th/ to /g/.	-	bag
Say "moth."	Change /th/ to /p/.	-	mop
Say "bell."	Change /b/ to /t/.	-	bet
Say "pass."	Change /s/ to /n/.	-	pan
Say "pick."	Change /k/ to /t/.	-	pit
Say "ditch."	Change /d/ to /m/.	-	dim
Say "fudge."	Change /j/ to /n/.	-	fun
Say "lake."	Change /k/ to /t/.	-	late
Say "fade."	Change /d/ to /m/.	-	fame
Say "tile."	Change /l/ to /d/.	-	tide
Say "hope."	Change /p/ to /m/.	-	home
Say "code."	Change /d/ to /p/.	-	cope
Say "prize."	Change /z/ to /d/.	-	pride
Say "crate."	Change /t/ to /n/.	-	crane
Say "plane."	Change /n/ to /t/.	-	plate
Say "shave."	Change /v/ to /m/.	-	shame
Say "feed."	Change /d/ to /t/.	-	feet
Say "wail."	Change /l/ to /t/.	-	wait
Say "road."	Change /d/ to /m/.	-	roam

Phonemic Manipulation

Substitutions of Medial Phonemes

Say "fin."	Change / ɪ / to / ʊ /.	-	fun
Say "pat."	Change / ʌ / to / ɪ /.	-	pin
Say "bud."	Change / ʊ / to / ɛ /.	-	bed
Say "rod."	Change / ɔ / to / ɛ /.	-	red
Say "sap."	Change / ʌ / to / ɪ /.	-	sip
Say "sin."	Change / ɪ / to / ʊ /.	-	sun
Say "rib."	Change / ɪ / to / ɔ /.	-	rob
Say "drop."	Change / ɔ / to / ɪ /.	-	drip
Say "limp."	Change / ɪ / to / ʊ /.	-	lump
Say "must."	Change / ʊ / to / ʌ /.	-	mast
Say "dash."	Change / ʌ / to / ɪ /.	-	dish
Say "drip."	Change / ɪ / to / ɔ /.	-	drop
Say "lame."	Change / ʌ / to / ɪ /.	-	lime
Say "pole."	Change / ɔ / to / ʌ /.	-	pale
Say "line."	Change / ɪ / to / ʌ /.	-	lane
Say "dune."	Change / ʊ / to / ɪ /.	-	dine

2) The teacher may use manipulatives by using the attached sheets. The teacher asks students to say the name of the first picture. The children then place unifex cubes or chips in the small boxes as they say the sound (different colors representing different sounds of the word). The teacher then says, "if this says *cat*, show me _____." The student then removes the cubes or chips and place them on the next picture with the necessary changes to reflect the sound substitutions.

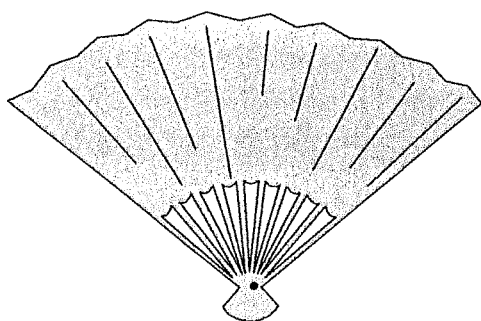
Phonemic Manipulation

Materials:

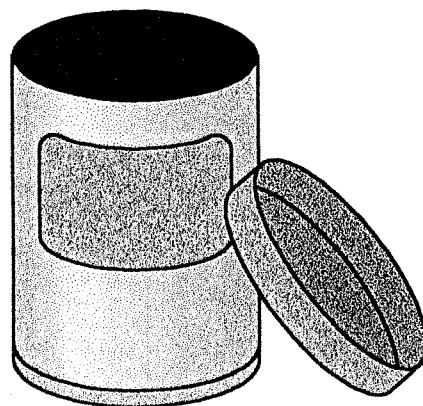
1. Worksheets
2. Unifex cubes

Procedures:

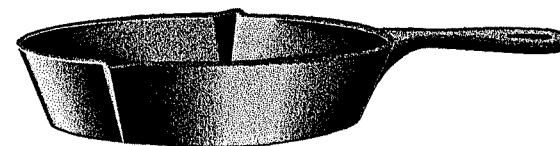
1. Give the students the sheets (you may want to begin with only 4 or 5 and then do the next five on another day)
2. Pass out the unifex cubes of different colors
3. Have students name the picture in the first box. Students name the sound as they place a cube (one color represent one sound).
4. Teacher says that if this first word is “ ,” then show me “ “ which is the picture in the next box. They say the word and name the sound as they place the cubes. Teacher notes where the sound changes take place (initial or ending) in the second word compared to the first. There should also be differences in the color of the cubes to reflect these sound changes.
5. Teacher does number 4 with the last box.



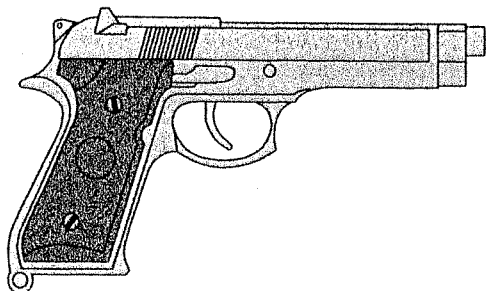
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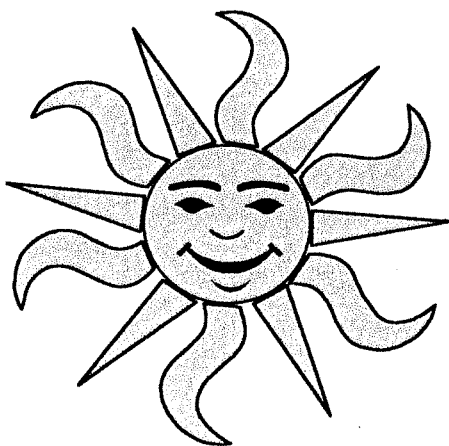
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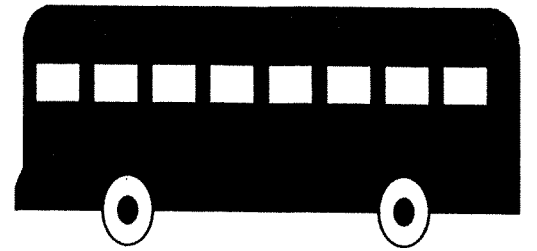
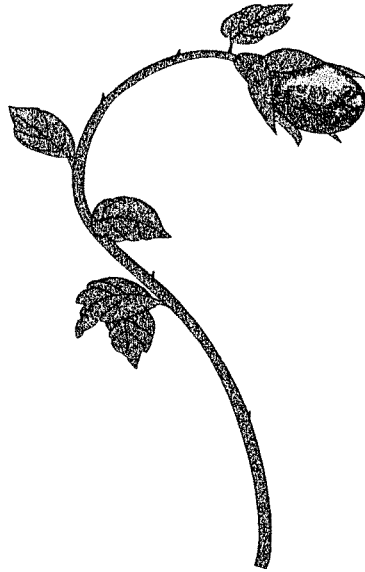
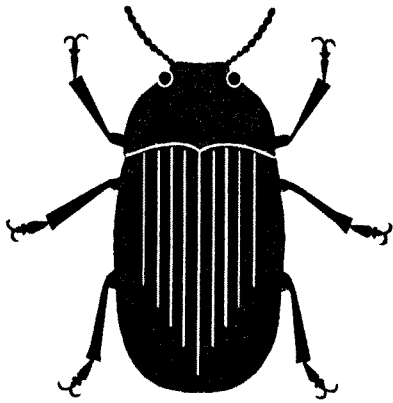
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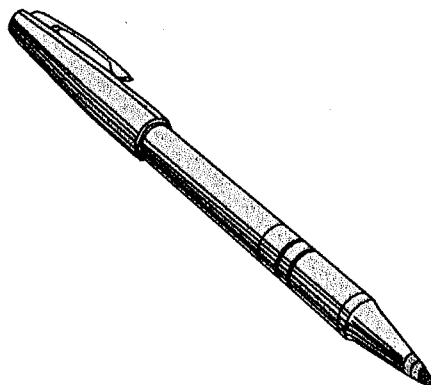
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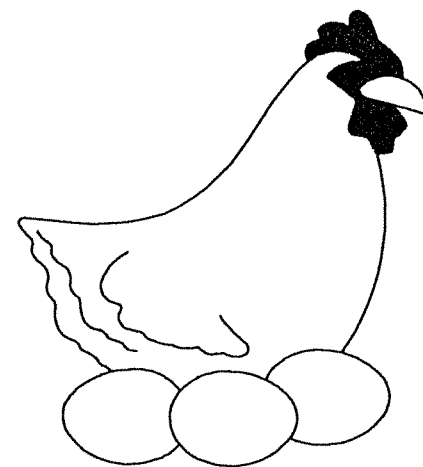
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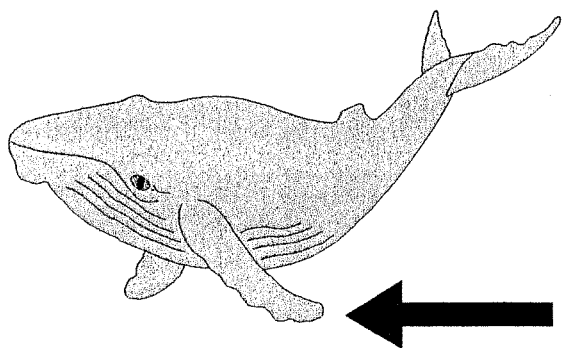
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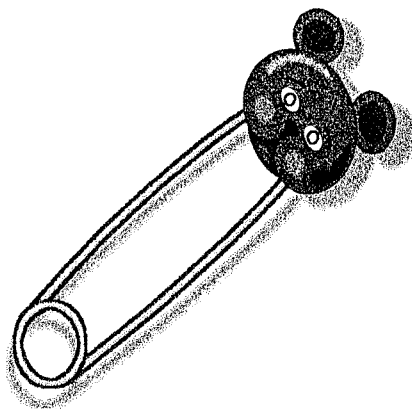
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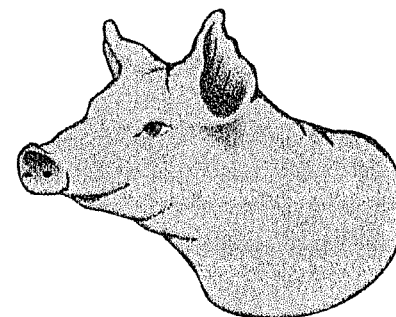
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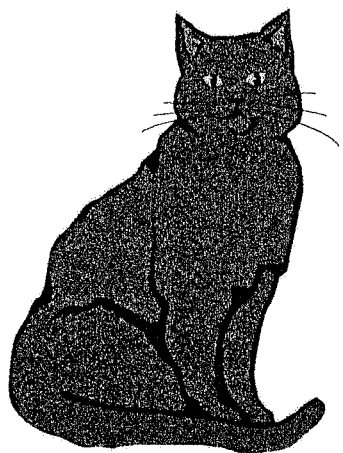
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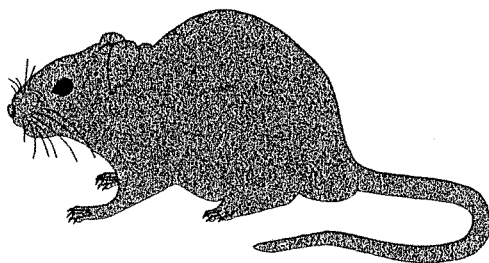
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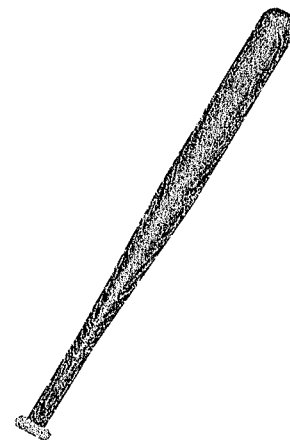
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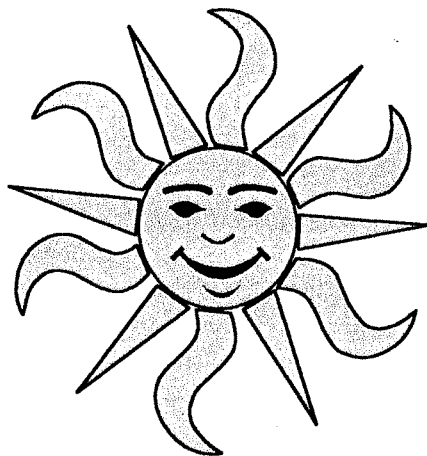
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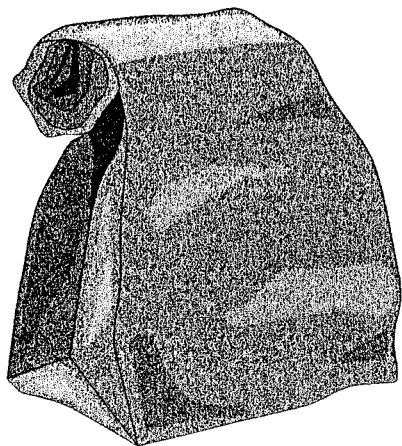
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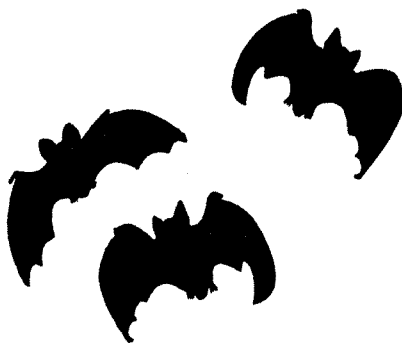
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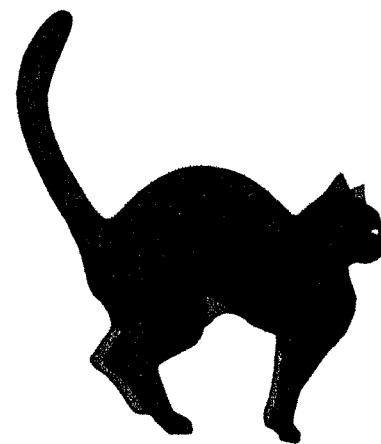
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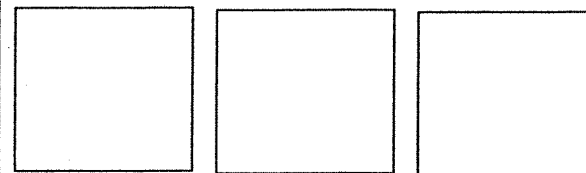
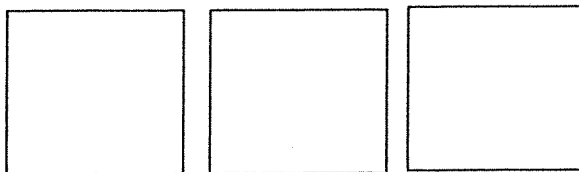
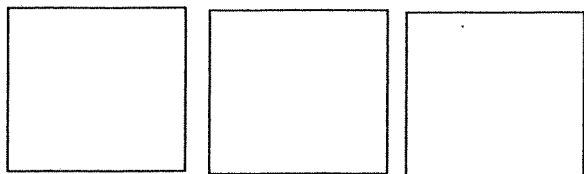
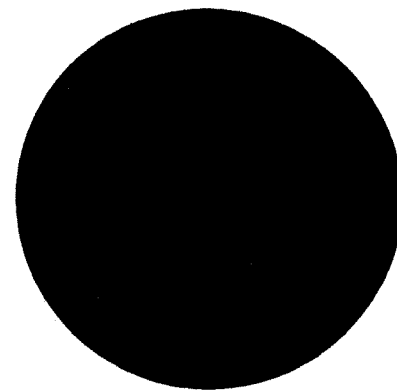
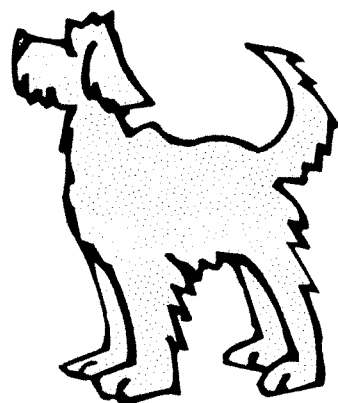
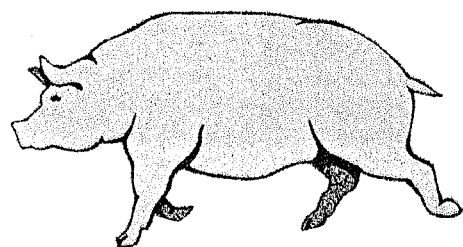
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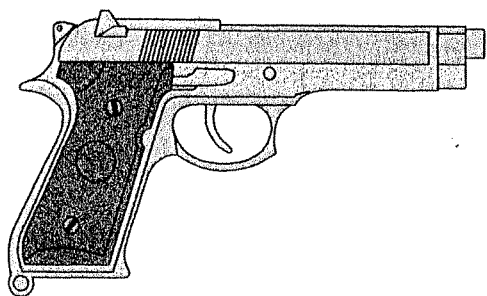


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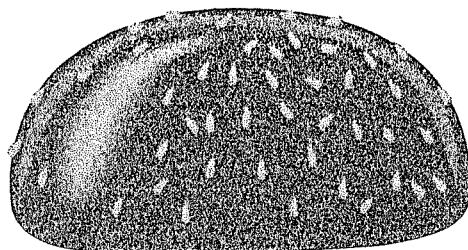


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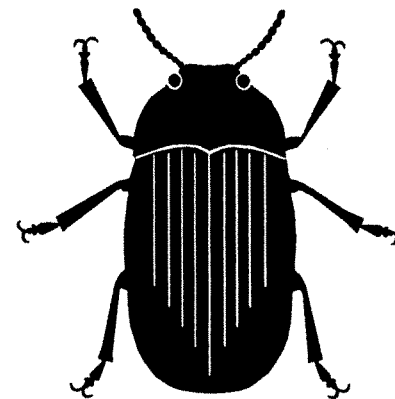




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